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ABSTRACT

This monograph presents a synthesis of the solutions and strategies generated during a June 1995 national forum of state, territorial, and tribal child care administrators on the inclusion of children with disabilities in community-based child care settings. The monograph is organized into sections focused on the five major issue areas discussed at the forum. These are: (1) staffing; (2) facilities and environments; (3) administration of inclusive practices; (4) financing; and (5) community resources. Each section discusses the key issue areas, offers recommendations, and suggests specific strategies. Program examples are also included. Extensive appendices provide descriptions of programs used as examples in the report, a summary of relevant federal legislation, descriptions of major projects conducted by the Administration on Developmental Disabilities, sources of technical assistance from the Child Care Bureau, a position statement on inclusion from the Division for Early Childhood of the Council for Exceptional Children, several article reprints, a listing of national organizations with resources for inclusive child care, and the forum agenda and participant list. (Contains 42 references.) (DB)

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ED 406 819

PASSAGES TO INCLUSION

Creating Systems of Care for **All** Children

Monograph for State, Territorial and Tribal Child Care Administrators

EC 305538

U.S. Department of
Health and Human Services
Administration for Children and Families
Administration on Children,
Youth and Families
Child Care Bureau

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NCCIC

National Child Care Information Center
301 Maple Avenue West, Suite 602, Vienna, Virginia 22180
Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242
E-mail: agoldstein@acf.dhhs.gov
World Wide Web: http://ericps.crc.uiuc.edu/nccic/nccichome.html

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PASSAGES TO INCLUSION

Creating Systems of Care for **All** Children

Monograph for State, Territorial and Tribal Child Care Administrators

DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D. C. 20201

March 6, 1997

Dear Colleague:

We are pleased to present ***Passages to Inclusion: Creating Systems of Care for ALL Children***. This technical assistance monograph was compiled as a resource for the development of high quality, inclusive child care services for all children and families. A synthesis of the proceedings from the June 27, 1995 national leadership forum, the monograph provides strategies for addressing issues critical to the creation or expansion of successful inclusive programs.

Passages are created when barriers are removed. In this monograph, we have highlighted many programs that have taken the lead in creating a real passage to inclusion by removing physical, financial, and attitudinal barriers in child care settings. This monograph also includes concrete recommendations which will benefit all children and will raise the quality of care throughout the nation.

We hope that ***Passages to Inclusion*** will be a useful resource and we invite you to share it as broadly as possible in your state, tribe, or community. Best wishes in your efforts and thank you for your on-going dedication to the children and families you serve.

Sincerely,

Joan Lombardi
Associate Commissioner
Child Care Bureau

Bob Williams
Commissioner
Administration on Developmental Disabilities

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INTRODUCTION

On June 27, 1995, a national *Leadership Forum* on the inclusion of children with disabilities in community-based child care settings was held in Washington, D.C. This historic forum, a model of collaboration at the federal level, was sponsored by the Administration for Children and Families' (ACF) Child Care Bureau, in conjunction with ACF's Administration for Developmental Disabilities (ADD) and Head Start Bureau; the Maternal and Child Health Bureau, U.S. Department of Health and Human Services; and the Office of Special Education and Rehabilitative Services, U.S. Department of Education.

The *Leadership Forum* brought together more than 125 experts committed to increasing the availability of high quality, affordable, and accessible inclusive care for all children. Participants included parents; direct service providers; teachers; academic professionals; interagency coordinating council members; members of disabilities, health, and child care associations; child care resource and referral agencies; evaluators; advocates; and federal, state, and local officials. The day was devoted to developing recommendations that can be used to support the creation of quality child care for all children in local communities, States, Territories and Tribes.

Joan Lombardi, Associate Commissioner of the Child Care Bureau, opened the *Forum* and encouraged the participants to bring their best thinking and solutions to the group discussion. Bob Williams, Commissioner of the Administration on Developmental Disabilities, spoke of the coming together of the child care and disabilities communities and announced the funding of the Projects of National Significance. Commissioner Williams then introduced the keynote speaker, Barbara Cocodrilli Carlson. Ms. Carlson brought both a professional and family perspective to her remarks and stated, "Families with children with disabilities are just like any other family who needs to work and wants a nice nurturing, stimulating, safe place for our kids when we can't be with them. We also want our children to be part of the larger community, and what better way to start?"

The participants spent the remainder of the morning and part of the afternoon in issue groups developing recommendations. A report back to the group was given by each issue group facilitator. Concluding remarks by Mary Jo Bane, Assistant Secretary, Administration for Children and Families, highlighted collaboration and the announcement of funding for national inclusion technical assistance activities.

Monograph Overview

This monograph, *Passages to Inclusion: Creating Systems of Care for ALL Children*, is a synthesis of the concrete solutions and strategies generated during the *Leadership Forum*. The monograph is designed for the use of State, Territorial and Tribal Child Care Administrators in fostering the inclusion of children with disabilities in child care settings. The information in this technical assistance publication is also expected to be of use to families, child care programs, organizations serving children with disabilities, and other groups and individuals who may be partnering with Child Care Administrators. This monograph is designed to transmit the energy and creativity of the

Leadership Forum and to help Child Care Administrators strive to make a responsive family-centered system of child care a reality.

The monograph is organized in sections that provide information and resources related to each of the major issue areas that were discussed by the *Leadership Forum* participants. Those issues were:

- Staffing
- Facilities and Environments
- Administration of Inclusive Practices
- Financing
- Community Resources

Each section contains the key issue areas, recommendations, and strategies that were developed by *Forum* participants. Examples of programs and publications that highlight specific strategies are also incorporated. Program examples are denoted by this symbol: ✸.

Appendices

The **PROGRAM DESCRIPTIONS** appendix begins on page 37. Additional information on programs highlighted in the text (denoted by this symbol: ✸) is provided in the **PROGRAM DESCRIPTIONS** appendix. Contact information is provided for these and other examples of inclusion programs.

Other appendices include background information on disabilities legislation, articles and statements on inclusion and child care, and additional information on the *Leadership Forum*, including a complete list of *Forum* attendees. Also included are summaries of ACF's Administration on Developmental Disabilities' Projects of National Significance.

The **RESOURCES** appendix begins on page 73. Publications and other resources referenced in the body of the monograph are numbered, as shown in the following example: *Book Title*[1]. The number corresponds to the document's citation. This appendix is organized into four sections:

A. **PUBLICATIONS REFERENCED IN TEXT**
B. **PUBLICATIONS WITH COMPREHENSIVE RESOURCE DIRECTORIES**
C. **BIBLIOGRAPHICAL LISTS ON INCLUSION AND CHILD CARE**
D. **RECENT PUBLICATIONS**

The final appendix, **NATIONAL ORGANIZATIONS WITH RESOURCES FOR INCLUSIVE CHILD CARE**, is provided to facilitate linkages between the child care and disability communities.

While care was taken to include a wide variety of programs and publications in this monograph, the resources listed represent only a sampling of programs and materials available. The information in this document was accurate to the extent possible at the time of publication. No official endorsement of any practice, publication, program, or individual by the U.S. Department of Health and Human Services, the Administration for Children and Families, the Child Care Bureau, or the National Child Care Information Center is intended or is to be inferred.

INCLUSION: EMERGING ISSUES

Historically, people with disabilities have faced discrimination. Children with disabilities have been denied access to public school programs, recreation programs, and child care settings. Passage of the Americans with Disabilities Act (ADA) in 1990 sent a clear message to the American people that children and adults with disabilities are entitled to the same rights and privileges that others enjoy. This means that children with disabilities are legally entitled to equal access to community-based child care settings. However, a legal mandate by itself is not sufficient to make available realistic and responsive child care options for children with disabilities. Although the picture is improving, families continue to have difficulty finding inclusive child care programs for their children.

State, Territorial, and Tribal Child Care Administrators, in partnership with families and the child care community, have an opportunity to take a leadership role in establishing inclusive systems of care that improve quality, access, and affordability for all children. Indeed, this mandate to provide quality care for all children offers an opportunity to examine existing systems and practices and to make changes that will benefit every child and family. A review of current systems might begin with a consideration of the following issues, which emerged repeatedly during the *Leadership Forum*:

- *Family-centered systems and services*: Programs and services are respectful and supportive of young children and their families. Parents are critical partners in the planning for the care of the children and are important participants in the development of State, Territorial, Tribal, local, and regional systems of inclusive, quality child care.

- *Inclusion philosophy*: All child care policies and practices should reflect the values and goals of quality care in inclusive settings. Policies should include a clear statement of the reasons for and commitment to inclusion. Child Care Administrators can lead the way by demonstrating through their attitudes and actions that inclusive child care is a priority.

- *Training and technical assistance*: Providers need a technical assistance system that will provide telephone, electronic, and on-site support. There should be easy access to training materials and resources. Training should address developmentally appropriate practices for all children as well as specific information about disabilities.

- *Interagency collaboration*: The only way to assure quality inclusive services is to pool resources and bring together agencies that serve young children and their families. Child Care Administrators will need to build strong linkages with public and private agencies serving children with disabilities. Child care should be viewed as one piece of a comprehensive service system for children with disabilities and their families.

- *Resources*: Child Care Administrators will have to think creatively as they work with community and state partners to identify all of the resources available to support inclusive child care. While resource constraints are always a reality, there are many opportunities for mobilizing and linking resources.

- *Funding*: The shortage of funds to support efforts to build inclusive systems of care for all children is a critical concern, as are barriers to pooling existing funds in creative ways. Child Care Administrators need to first identify available sources of funds and then work to develop interagency agreements that will allow dollars from multiple funding streams to be utilized.

I. STAFFING

In high quality child care programs, the staff plays a critical role in planning and implementing inclusive practices. Essential elements of a comprehensive system for child care personnel include: standards and competencies; recruitment; training; compensation; teamwork; and opportunities for career advancement.

Standards and Competencies

Accreditation criteria for high quality early childhood education programs, can provide the foundation for building a system of standards that will ensure a competent and stable early childhood workforce. Standards should be based on measurable qualifications and should reflect current research-based knowledge about child development. Quality standards can help assure that child care staff will have the skills to meet the diverse needs of all the children in their care. Standards regarding total group size and adult-child ratio will have a direct bearing on the quality of care.

Standards for quality staff include:

- The ability and knowledge to support and promote children's healthy growth and development;
- Respectful, positive, and nurturing interactions with the children and their families — all children are to be valued and respected for the diversity among them;
- The recognition that children with disabilities are children first; and
- The ability to be a contributing team member.

Programs can encourage and support staff competence by having: (1) a comprehensive orientation about the program's philosophy and goals, policies, expectations and responsibilities, special needs of individual children, and health and safety procedures; and (2) a plan for on-going training and professional development that includes a wide range of topics such as curriculum, child development, legislation and regulations, development of constructive partnerships with parents, and knowledge of how to access community resources for the families in the program.

✸ *At the **Champaign County Early Childhood Program** in Urbana, Ohio, on-going staff development is central to the program. A staff self-rating scale based on the program's philosophy, instructional approach and operational guidelines, has been implemented. The staff examines and rates their own personal effectiveness and need for improvement. These self-ratings are used to develop both individual and program action plans.*

- ***Children's Playspace*** *in Ann Arbor, Michigan requires potential staff candidates to respond to written and verbal questions during the interview process regarding their knowledge, skills and beliefs about children with disabilities. Once hired, staff participates in in-service training that focuses on child development and working with children who have special needs.*

Issue #3 of the *Child Care Bulletin*[1], published by the National Child Care Information Center, provides information on several of the program accreditation and staff credentialing programs available.

Recruitment

A plan for systematic recruitment of a diverse child care staff is critical to assuring the availability of quality personnel. Child care program administrators need to develop clearly written job descriptions that reflect the program's inclusion philosophy and list specific responsibilities and expectations for each role. Education and training requirements should be clearly defined and serve as basic criteria for employment. However, it is important that the recruitment plan is flexible. Community members who have had a range of experiences, are enthusiastic about working closely with staff, children and their families, and who express interest in furthering their training should be encouraged to enter the child care field. Potential employees should be questioned about their interests and strengths to help determine what their job roles will be.

Developing linkages with high schools and colleges, career and job fairs, and scholarship and mentor programs is a strategy that can be used to recruit a diverse group of career-focused personnel.

It is also important to develop recruitment strategies for child care directors and assistant directors. There are very few educational programs designed for local Child Care Administrators. Collaborating with the local college systems to offer affordable course work could provide a pool of qualified personnel.

Training

Training and staff development must be an on-going process that builds on the existing skills of each child care provider. It is important to gear training to those who are entering the field as well as to those who are already in the field. Training needs to be available to child care staff at different levels such as teachers, assistants, directors, family child care providers, and support staff.

Providers need to receive training and support on a regular basis and in a variety of ways. Pre-service and in-service training may take the form of courses, workshops, on-site consultation, mentoring, release time to observe other programs, and informal meetings that focus on curriculum, problem-solving, or support for providers. A comprehensive plan for staff development should include cross-disciplinary training, whereby educators, mental health counselors, physical and

occupational therapists, social workers, and administrators learn about and appreciate the role each person has in relation to the children and families in the program.

- *The **"Yes, You Can Do It! Mentor Training Project"** is a new project of the Children's Foundation. In this program, family child care providers who care for infants and toddlers with disabilities will be trained to be mentors for less experienced providers who would like to care for young children with disabilities. Accurate information and on-going support is a key to success for providers and parents with a young child with a disability.*

- *An integral part of **Best Practices in Integration** training, in Bloomington, Indiana, is the acquisition of new skills and role changes on the part of all educators. The early childhood intervention specialist must learn to provide indirect services to children through consultation with early childhood educators. The early childhood educators, in turn, must learn about early intervention and the importance of forming a collaborative partnership process.*

The content of training should reflect the current knowledge base of child development and best practices for all children. The content should be specific to the job functions, physical settings, and the children in these settings.

Resources should be made available when providers need information about a specific disability, or when they work toward incorporating the cultural and ethnic backgrounds of the children and families they serve into the life of the program. There should be an on-going organized effort to help providers apply the skills that they learn through training. Training must be affordable and easily accessible to encourage participation. Arrangements for training can be made with individuals, community colleges, resource and referral agencies, four-year colleges and vocational or technical schools.

- *In the **Inclusionary Early Childhood Services** program, in the Bronx, New York, training of child care providers is specific to the immediate needs of the children, rather than topic-based. When a child with severe bilateral sensorimotor hearing loss was enrolled at the Goose Bay Nursery School, an audiologist from the Children's Evaluation and Rehabilitation Center consulted with the director, teacher, and assistant about the nature of the child's hearing loss and the rationale for the type of language and a communicative system selected for the child. Classroom practices were suggested to promote the child's social and linguistic development. The audiologist and the teacher met periodically to assess the child's progress in the classroom.*

- ***LEARNS: Early Childhood**, part of Maine's Statewide Systems Change Initiative for Inclusive Early Childhood Care and Education, offers topical training opportunities for early childhood educators at meetings throughout the state. These low-cost seminars provide information on creating inclusive settings and*

opportunities for infants, toddlers, and preschoolers. Training sessions are offered in the evenings to make them more accessible to providers.

Compensation

To ensure the recruitment and retention of a qualified and competent staff, it is critical to develop and implement an equitable compensation system for child care providers at all levels.

An equitable compensation system offers salaries and benefits commensurate with the increase in knowledge and skills that staff members gain through taking courses, participating in a cohesive training program, or working toward a degree or credential. Offering child care providers incentives and opportunities to move into positions that have increased responsibilities and status lets them know that their work and skills are valued. With a fair compensation system in place, early childhood workers will more likely remain in their positions and will experience a higher degree of job satisfaction.

A complete compensation system will also include benefits to providers such as:

- Scholarships to further their training and education;
- Training that is affordable and easily accessible;
- Arrangements with local colleges so that providers can accrue credits towards a degree; and
- Release time to attend classes.

✸ *The **Child Care Education Program at the University of North Carolina - Greensboro** recruits staff who have four-year degrees in child development or related fields and who have earned a state Birth through Kindergarten Teaching Certificate. In order to maximize staff salaries, the program has a sliding fee scale for families and the administrator's salary is paid by the university. In addition to providing health benefits, the program allows up to 40 hours leave per year for staff to take classes, prepare and deliver presentations in the community, and participate in training. A substitute teacher, who acts as a "floater," enables staff to spend two hours per week at special education meetings for individual children or on preparations for their classrooms.*

Teamwork

Building quality inclusive child care programs requires teamwork. Parents and other family members need to be included as integral partners in the team process. Parents are an important

source of information about the abilities, strengths, needs and interests of their children. Program staff, in turn, can assist families with assessing their needs and to explore and evaluate resources that are available to them. Involving the entire child care staff in all phases of the process from the planning and design to the implementation and evaluation of programs is critical.

Caring for children with disabilities requires expertise from many disciplines. A staffing system that supports regular and frequent interactions with a wide range of multidisciplinary specialists will assure the availability of necessary skills and knowledge.

It is important that a climate of mutual respect among staff members and parents be established and that each person has the opportunity to share knowledge and insights about the children, curriculum, or special services and to be able to express ideas for potential changes with the rest of the team.

- *The **Family Center of Washington** in Montpelier, Vermont specifically trains providers to be integral members of the multidisciplinary team, which may include parents, early childhood coordinator, pathologist, health professionals, occupational or physical therapist, and a behavior specialist. Since the child care providers may spend the most time with each child in the setting, they provide essential input in developing and implementing each child's Individualized Educational Plan (IEP).*

- *The **Leadership Training to Support Child Care for All Children Project**, in Champaign Illinois, was funded by the Illinois Department of Children and Family Services and the Illinois Planning Council on Developmental Disabilities. The project prepared regional "inclusion leaders" throughout the state to help increase the quality and availability of inclusive child care to families of children with special needs. Regional inclusion leader teams include parents, resource and referral staff, child care providers, special service providers and community college staff. The teams consult with child care programs and individual staff members, conduct workshops, organize conferences, and plan fairs to increase the awareness and involvement of the community.*

Opportunities for Career Advancement

Since knowledgeable and experienced personnel are critical to the success of any child care program, strategies need to be developed for staff retention and promotion. It is essential that as providers increase their professional qualifications, they are rewarded with increased compensation, so they can envision a satisfying future in the field. A comprehensive career ladder should be developed that defines quality standards and competencies for staff and that demonstrates the varied opportunities available for moving toward increased responsibility, status and compensation. Opportunities for career advancement should take into account the wide range of job roles and levels of training that providers currently have.

✸ *A Head Start teacher within the Early Childhood Education Department at **The Confederated Tribes of the Warm Springs Reservation** of Oregon, attended a local community college and graduated with an Associate Degree. She then transferred to a state college and earned a Bachelor's Degree in Early Intervention. After graduation, she was rehired by the Head Start program as a Specialist in Early Intervention. The Tribal Scholarship Trust Fund paid for her tuition, books and 80 percent of living costs.*

RECOMMENDATIONS

1. Develop standards that will ensure high quality staff.
2. Establish an equitable compensation system.
3. Develop and implement an on-going training plan.
4. Build teamwork among families, providers, and the disability community.
5. Provide opportunities for career advancement.

Helen's Story

I've taught three-year-olds at Community Child Development Center for six years. Last year I took a course at our local university about including children with disabilities. I had two children in my class with special needs. The center paid half of my tuition and allowed me to leave early on the day of my class. After my first research project, I started to get excited because I was learning ways to adapt the curriculum to help the children in my class. I also discovered that I was already doing a lot of good things such as regularly observing each child. During the course, I made some changes in my classroom and afterwards I spoke with my director about ideas I had for the whole center. She was very supportive and encouraged me to do a presentation at a staff meeting. As a result, we formed several committees to look at multi-age classrooms and to find speech and language resources. Not long after this, I was promoted to head teacher. Now, I have decided to go back to school to get my Master's degree in special education.

II. FACILITIES AND ENVIRONMENTS

There are four key areas to consider as you plan and develop facilities and environments for inclusive child care: health and safety; program accessibility; physical accessibility; and training and support for administrators, parents and child care providers.

Health and Safety

Assuring safe and healthy environments for all children is a primary goal of any child care system. As children with disabilities are included in group care settings, appropriate policies and practices become critical, even though children with disabilities usually need exactly the same safeguards as other children. State, Territorial, Tribal, and local Child Care Administrators can promote healthy practices by establishing systems that are based on workable standards and encourage self-monitoring and self-assessment by providers.

The formulation of health and safety standards that will protect all children can be addressed by community or State task forces convened for this purpose. Guidelines have been developed and administrators might wish to utilize them. For example, *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*[2] was developed by the American Public Health Association and the American Academy of Pediatrics.

Another example of health and safety initiatives that support inclusive child care is the Healthy Child Care America Campaign, a collaborative effort sponsored by the Administration on Children, Youth and Families' Child Care Bureau and the Health Resources and Services Administration's Maternal and Child Health Bureau. The goal of the Campaign is two-fold: (1) create and maximize linkages between health care providers and the child care community; and (2) develop comprehensive and coordinated services to benefit children across the country. To support this goal, the Campaign has published a *Blueprint for Action*[3], which contains steps that communities can take to promote healthy and safe child care. One of the ten steps asks communities to "[e]xpand and provide ongoing support to child care providers and families caring for children with special health needs."

The National Fathers' Network recently produced "Equal Partners: African American Fathers and Systems of Health Care[4]," a video for health care and social service providers that explores ways that programs can include fathers in the process of providing services to children with special needs. The accompanying "Discussion and Resource Guide" contains self-assessment tools that health and social service practitioners can use in evaluating the cultural competency of their programs, recommendations for enhancing the cultural awareness of programs, and resources for supporting fathers of children with special needs.

All guidelines, standards and action plans should be reviewed for consistency with the requirements of the Americans with Disabilities Act (ADA), 1990; Section 504 of the Rehabilitation Act of 1973; the Individuals with Disabilities Education Act (IDEA), 1990; and other applicable legislation (See page 55 for a brief description of relevant federal legislation).

Program Accessibility

The area of program accessibility addresses the issue of how the inclusion of children with disabilities will occur. The goal is for every child to be welcomed and valued as a unique individual. Therefore, policies and practices at all levels should reflect the values of inclusion and the benefits to all children, both children with disabilities and their peers.

Making child care programs accessible reflects both the rights of all children to be served in typical settings with their peers and the value of early intervention to children and their families. Early intervention should be tailored to the capabilities and needs of the child and the unique circumstances of the child's family.

Everyone benefits from program accessibility and early intervention

Benefits to the Child:

- More skills acquired more quickly because individualized supports and training are provided;
- Less need for special education or education in segregated settings;
- Prevention of secondary disabilities;
- Support in family participation and activities with other children; and
- Foundation for enhanced independence and productivity throughout lifetime.

Benefits to the Family:

- Skills gained by parents and other family members in implementing child's program at home;
- Reduced stress through supports and increased confidence; and
- Help with costs of special equipment, other disability-related expenses.

Benefits to Society:

- Reduced costs of special education;
- Increased productivity and contributions to society; and
- Prevention and remediation of costly secondary developmental problems and out-of-home placements.

From *The Journey to Inclusion: A Resource for State Policy Makers*[5], 1995, page 32-33

✸ The **South Dakota Early Childhood Inclusion Support Project**, sponsored by the South Dakota University Affiliated Program, has established a Toy Lending Library to help early childhood professionals meet the individual needs of all children in their programs. The Library provides public and private schools and child care programs across the state with access to adaptive toys and feeding equipment. Resources in the

library range from utensils with easy-to-grip handles to balls, dolls, and games that encourage small group play that is accessible to all children.

Physical Accessibility

Accessibility does not mean that every part of a child care center or family child care home must be physically accessible, but that the program services as a whole are accessible so that all children can participate in meaningful ways. Structural changes may be required if other alternatives, such as moving services to other parts of the facility, are not feasible.

Child Care Administrators can help by providing accurate information regarding accessibility standards for children. The Americans with Disabilities Act Accessibility Guidelines are currently being modified for children. Child care providers need clear guidance about legal requirements and realistic strategies for improving the accessibility of their facilities. Administrators can collect and disseminate examples of low or no cost barrier removal, accessible facilities and alterations, and efficient and cost-effective use of space.

Providers need information about altering existing facilities and designing new facilities. Providers also need to know about sources of facilities financing and technical assistance support. State plans might include provisions to link architects and child development experts to facilitate communication about environmental designs that benefit all children. Some States, such as New Jersey, have used Child Care and Development Block Grant funds to support facilities technical assistance and financing for child care, Head Start and other early childhood programs. Child care resource and referral agencies (CCR&Rs) can be a focal point for providing and/or sharing information about facilities training and technical assistance.

The Great Outdoors: Restoring Children's Right to Play Outside[6], by Mary Rivkin, emphasizes the need for every child to play outdoors. Throughout the text, photographs of children with and without disabilities are shown in a variety of outdoor play scenarios. The book includes an appendix of "Guidelines for Playground Accessibility."

Training and Support of Providers and Parents

All stakeholders need continuing training and technical assistance as they work to successfully include children with disabilities. Families and providers should be involved in the entire process of identifying training needs, developing a system to meet those needs, and designing, delivering, and evaluating the training and technical assistance. Training opportunities can support career advancement through such means as providing college credit, credit towards the Child Development Associate (CDA) credential, or continuing education units.

Resources can be pooled by sharing training opportunities among child care, Head Start, public school, and other agencies and programs that serve children with disabilities and their families. Training provides another opportunity to develop a coordinated system of services. Training programs should be evaluated and effective practices widely shared.

Training and technical assistance systems need to be user-friendly and customized to the specific needs of the community. Administrators should investigate opportunities for distance learning via satellite and on-line services. Distance learning can be particularly applicable for States, Territories and Tribes that deal with many child care providers in isolated rural areas.

- *The **Family Center of Washington County** in Montpelier, Vermont, conducts Child Development Associate (CDA) training courses for family child care, center-based preschool and infant/toddler providers, on Vermont Interactive Television, utilizing video conferencing on a state-wide basis. The instructor and participants are able to see and talk with each other at all sites. In this way, child care providers in rural areas receive intensive child care training, including small group work at each site.*

- *The **Delaware Early Childhood Center**, in Harrington, Delaware distributed a needs assessment to child care providers in the community. They were asked to define what would be most helpful to them in working with children who have disabilities, in inclusive settings. The most critical need was for training in areas of child development and in working with children who have disabilities. The Delaware Early Childhood Center, with state and local funding, was then able to develop a series of training models in direct response to the findings of the needs assessment.*

RECOMMENDATIONS

1. Develop universal health and safety standards that will protect all children.
2. Assure that all written policies and procedures reflect inclusive values.
3. Provide information about making facilities accessible.
4. Involve families and providers in the identification of training needs.
5. Develop readily accessible training and technical assistance opportunities.

A Mother's Story

We wanted to send our daughter Angela to our neighborhood child care center. Angela has cerebral palsy and uses a walker to get around. The child care center said they couldn't take her because the four-year-old classes were on the second floor and they couldn't afford to install an elevator.

I met with the director and asked her if there were any lower cost changes they could make so that Angela could attend. The two- and three-year-olds were on the ground floor. The director agreed

to move a four-year-old class to the ground floor so that Angela would be able to get into and out of the building. The whole center has been so welcoming and Angela is thriving. Now we are talking about how we can change the playground so Angela can use more of the equipment.

III. ADMINISTRATION OF INCLUSIVE PRACTICES

Child Care Administrators at the State, Territorial and Tribal levels will be leaders in the move to create quality inclusive systems of care for all children. Their challenge is to create collaborative, comprehensive systems that are responsive to the diverse needs of the children and families they serve. Critical issues to consider in the administration of inclusive practices include the following: defining inclusive practices; comprehensive services; family-centered systems; and coordinated planning and delivery of services.

Defining Inclusive Practices for Early Childhood Settings

All children have a right to and can benefit from developmentally appropriate early childhood programs. Based on the ethics of inclusion, developmentally appropriate programs have the potential to create communities of learning where all children and adults collaborate and learn in ways that are responsive to individual, cultural and family differences.

Inclusive practices include:

- Programs responsive to each child's individual capabilities and needs;
- Materials and equipment appropriate for children of varying abilities, interests and needs;
- Curriculum that includes rich opportunities for play and is responsive to the needs of the whole child — including cognitive and language, socioemotional and physical development;
- Activities and instructional practices that are based on on-going child assessment, and reflect an appropriate balance between child-initiated and teacher-directed activities;
- Daily schedules that allow children to explore and develop sustained engagement with materials and peers and that support individualized transitions from one setting to another;
- Environments that foster social interaction, collaborative projects, interdependence, and independence;
- Family involvement in program planning and implementation and program activities for children and family members that reflect cultural diversity; and
- On-going program evaluation to assure that inclusive practices are being followed and goals for children are being achieved.

Comprehensive Services

All children, including those with special needs, benefit from a holistic approach to their development and care. Comprehensive services in child care settings would include: (1) on-site health care including services for children with complex health care needs; (2) transportation; (3) specialized educational and therapeutic services; (4) nutrition services; and (5) social services. Providing comprehensive services in child care settings assures safety, learning, and cost-effectiveness. Child care resource and referral systems may be able to play a pivotal role in fostering linkages among providers and other agency partners.

To deliver comprehensive services, providers need to have the support of a comprehensive team of interdisciplinary specialists; access to routine and periodic health and developmental screenings; and the opportunity to participate in cross-disciplinary, integrated training (pre-service and in-service). Program volunteers and staff should be oriented to the range of services available and in how to use a resource directory of partnering agencies.

✸ ***Child Care Plus**, in Fairfax, Virginia formed a collaborative partnership with the Office for Children, the Visiting Nurses Association, and the Arc of Northern Virginia to develop training to child care providers in homes or center settings. Visiting and hospital based nurses, and registered dieticians deliver the training, which focuses on working with children who have complex health needs, such as severe asthma, allergies, or who are fed through a gastronomy tube. All-day training sessions are held on Saturdays.*

Family-Centered Systems

Recognizing families as fundamental to the social, emotional, and educational development of children necessitates that we view families as intrinsic to the process of developing systems of quality care for all children rather than primarily as "clients" or recipients of services. Child care options should respond to the diversity of families seeking care with flexibility and sensitivity.

The following are among the features that could be included in family-centered systems of care to support inclusion:

- *A central point of entry to the delivery system or source(s) of information about services.* Parents and family members should be able to find out about available services in a convenient, well-known location (e.g., child care program, school, Head Start, family resource center, or health center). Child care resource and referral agencies can respond to telephone referrals and assist parents to obtain information and services for their children with special needs.

- *Outreach to address special populations.* For example, homeless families, teen parents, and fathers should be made aware of inclusion options responsive to their unique situations. Methods of information dissemination should take into account literacy levels, geographic

and social isolation, language differences, and other barriers that must be overcome if all families are to learn of the spectrum of services.

- *Services available at times that respond to the family's circumstances*. Some families will require school-age child care, others care during non-traditional hours, part-time care, hourly care, sick child care, or respite care.

- *Parent involvement*. Parents should have opportunities to participate in key aspects of child care programs. Most importantly, they must be involved in any program decisions related to their child's special needs and that otherwise affect the health and welfare of their child. Parents can make an important contribution to program decision making. Parent education in child development and related topics should be available. Mechanisms should be developed to enable parents to give feedback to Child Care Administrators and to register their degree of satisfaction with program services.

✸ *In **Project EXCEPTIONAL** in Rohnert Park, California, Training of Trainer workshops are jointly conducted by a parent/educator partnership team. Training participants attend as community teams, with a family member of a child with a disability, an early intervention specialist, and a child care and development professional included. Local training teams are encouraged to build on resources in their communities and to replicate the parent/educator partnership model in the delivery of their local Project EXCEPTIONAL training.*

✸ *In the **Los Angeles County Fair Association Child Development Center**, in Pomona, California, the parent advisory committee (PAC) is composed of parents of children enrolled in the center. The PAC assists in developing policy, organizing social and fundraising events, and evaluating and reviewing program activities. The PAC also disseminates information about the center and informs the public on current legislation and community actions that impact child care on the local, state and national levels.*

Coordinated Planning and Delivery of Services

The needs of, and supports for, children with disabilities and their families are greater than any one agency's capabilities. State, Territorial, and Tribal administrators have many opportunities to collaborate with the multitude of agencies and funding streams that deal with children with special needs and to develop ways to establish formal and informal linkages with such agencies.

✸ ***Child Development Resources (CDR)**, a private, nonprofit agency in Norge, Virginia, has an infant-parent program that serves children, from birth to three years of age, with disabilities and developmental delays, and their families. Children who are enrolled frequently have complex needs, including special health needs. A service coordinator helps ensure that the children receive necessary services from*

health care and other community agencies. The program, a contract service of the Colonial Community Services Board, receives financial support from United Way, fees and contributions. No family is denied services because of an inability to pay.

Multiple, disconnected systems continue to promote the segregation of children with disabilities. State and Tribal administrators can assist by promoting awareness, providing incentives, and coordinating and augmenting resources to support inclusive practices and systems.

Activities that promote coordinated planning and delivery of inclusive child care services include:

- *Strategic planning and community needs assessment.* Planning for inclusion encompasses a careful analysis of current needs, resources and barriers within the child care system at the community level and statewide. Strategic planning mechanisms should include the participation of self-advocacy organizations and families with a need for child care. Needs assessment should take into account providers that are not including children with disabilities in child care services and the rationale for their actions. Strategic planning activities should include the major providers of child care and related services, such as child care providers, Head Start and the public schools.

- *Use of Part H.* Part H of the Individuals with Disabilities Education Act (IDEA) authorizes financial assistance to the States to develop and implement a statewide, comprehensive coordinated program of early intervention services for all infants and toddlers with disabilities and their families. Each State is responsible for designating a lead agency, and an Interagency Coordinating Council and developing a State Plan. Child care agencies should be a part of the Part H process for infants and toddlers, and these mechanisms could provide a foundation for inclusion activities focused on other age groups.

- *Quality assurance.* Mechanisms to assess quality and sufficiency of services should be built into the planning process. Performance benchmarks, data collection and opportunities to assess consumer (i.e., child and family) satisfaction should be given priority during strategic planning.

- *Technical assistance.* States, Territories, and Tribes are encouraged to provide technical assistance support to promote inclusion activities.

✸ ***Child Care plus+*** *in Missoula, Montana, delivers Train the Trainer Institutes to support community-based efforts to provide training and technical assistance to early childhood professionals regarding issues of inclusion. Trainers from resource and referral agencies are recruited nationally to attend week-long training sessions. In turn, these trainers are available to deliver training in their own communities and to consult with providers about specific needs of children in local programs.*

RECOMMENDATIONS

1. Develop a system that is based on inclusive practices.
2. Establish linkages with other agencies that serve children.
3. Strive to provide comprehensive services.
4. Develop family-centered services.

A Director's Story

I remember how reluctant I was to enroll the first child with a disability who came to us. Derek, age four, had Down Syndrome. When his mother called to ask about openings in our program, she told me about his disability. Even though I had a lot of reservations, I encouraged her to visit our center and bring Derek with her. After her tour, we talked. I let her know that we didn't have any experience with children with Down Syndrome and I would need her help to gather information so that we could best meet his needs. I also told her that I was concerned about our group size and whether we would be a good place for Derek. Although I didn't mention it, I was worried that I might need another adult in his room and I knew our center couldn't afford that.

Derek's mother was very helpful. She said the program looked just right for Derek. She told me about his special education program and said that we could visit and speak with his teacher there. She also offered to have Derek's physical therapist visit us and address any concerns we might have.

We were lucky that our first experience was so successful. Derek's mother let us know that she didn't expect us to be experts. She wanted Derek to be treated like any other child and she was always available when we had questions.

The first few weeks were stressful. I was worried about how my staff and the other parents would react. We had a staff meeting to talk about our concerns. The teacher visited Derek's special education classroom and learned a lot. His physical therapist gave us some good ideas for the playground. The other parents did have questions and we added information about Down Syndrome to our parent bulletin board. Derek's mother also wrote an article about inclusion for our newsletter.

IV. FINANCING

Financing quality child care systems that are affordable and accessible to all children and families can be a daunting task. Leaders in State, Territorial and Tribal child care administrative positions are faced with the challenge of becoming role models for collaborative practices and for blending funding streams. It is possible for States, Territories, Tribes, and local communities to develop a vision of a comprehensive child care system that meets the needs of all children and their families.

Know the Funding Sources

It is imperative to learn about all the potential sources of funding available to support inclusive child care systems. This is a difficult task and will involve identifying all federal, state, and local dollars that are targeted for children's services. A partial list of potential funding sources includes:

- Medicaid
- Parts B and H of the Individuals with Disabilities Education Act
- Child Care and Development Block Grant
- Supplemental Security Income
- Economic Development Block Grant
- Family Support/Family Preservation
- Foster Grandparents.

In addition, tax incentives could be offered to corporations in exchange for making funds available for programs and services.

All early childhood workers need to understand and be able to access the public hearing and state plan process for each program. Child care interests should be actively represented in every public hearing. Participation in this process on a regular basis will ensure that issues related to the inclusion of children with disabilities are raised and discussed.

Collaboration and Partnerships

In the area of financing, no one agency can do it all. State, Territorial and Tribal Child Care Administrators play a major part in forming coalitions to assure quality services and programs for all children. Reviewing policies and management plans will be a major task for these coalitions. Many stakeholders can be invited to the table to plan and implement a responsive system. Coalitions may include representatives from:

- Parent and provider groups
- Special education services
- Legal aid, health and social services

- Civic groups
- Corporations
- Philanthropic organizations
- Resource and referral agencies
- Early childhood education organizations
- Public schools
- Higher education institutions

Once the coalition has created its joint vision of a quality, inclusive child care system and developed a plan, the role of each stakeholder needs to be defined. Private, governmental and other public agencies, as well as individual parents and providers, should be clear as to what their contributions will be in implementing the plan.

As a role model in this collaborative process, the State, Territorial, or Tribal Child Care Administrator needs to offer to share resources, while encouraging the other members to do the same. In this way, existing resources can be merged to provide better services, and not take needed dollars away from any one agency.

Knowing about available funding streams is not enough. Families, providers, and businesses need to understand what the existing programs are and how to get access to and navigate the bureaucracies to advocate for inclusive services for children. A broad base of support develops when all of the stakeholders are aware of financing issues and begin to develop strategies together.

- *The **Michigan Inclusive Education Initiative**, located at the Wayne State University Developmental Disabilities Institute (DDI) in Detroit, Michigan, has a five-year grant from the federal government's Office of Special Education Programs to provide support and technical assistance to school districts to help children with disabilities move from segregated educational settings into settings where they are educated with their peers. As part of the Initiative, the DDI collaborated with United Cerebral Palsy of Metropolitan Detroit and the Detroit Public Schools to obtain funding for a three-year inclusion for Urban Minority Students with Disabilities Project. The project's goals include the development of inclusive education models for children from three to eight years.*

- *The staff of the **Child Care Inclusion Project** (see **BANANAS**), in Oakland, California, met with two other agencies with inclusion grants (one state grant which includes child care subsidies and one small private grant) and the inclusion specialist from the agency which administers State Disability Funds (The Regional Center of the East Bay) to plan for maximal use of various funding streams in the interest of the children and families in their programs. The specifics of each grant were determined so that families could be directed to the program that would best meet their needs.*

✸ *Many **Smart Start** sites, in North Carolina, provide transportation services to help children and families get to the services they need. This is possible through a state/federal/county partnership in which a county can use Smart Start dollars and pay only 15-20 percent toward the cost of a van. The State Department of Transportation finances the rest, using federal and state dollars.*

Strategies for Funding

In order to develop and maintain an inclusive program and service delivery system that is comprehensive, family-centered, accessible and affordable, State, Territorial and Tribal Child Care Administrators can:

✓ Encourage communities to use needs assessments to ascertain current strengths and needs in the community;

✓ Review and modify State, Territorial and Tribal policies that limit programs and service delivery because of rigid categorization and eligibility requirements;

✓ Provide incentives for staff recruitment and retention and staff training through scholarship and loan forgiveness programs;

✓ Establish linkages between staff training programs and earning credentials from higher education institutions;

✓ Disseminate information about financing plans that have been successful;

✓ Encourage communities to establish linkages across disciplines, early childhood settings and human service organizations;

✓ Increase funding for child care resource and referral agencies to expand their coordinating and dissemination roles;

✓ Strengthen standards for high quality programs and services and ensure accountability;

✓ Provide incentives for the private sector to increase resources in the community and to build partnerships with early childhood programs and services;

✓ Develop ways to maximize family involvement as volunteers and as decision-makers; and

✓ Enable the blending of funding streams to enhance joint training opportunities and the use of technology to increase access to training.

- *The **Delaware Early Childhood Center**, in Harrington, Delaware received Comprehensive Services for Personnel Development (CSPD) funds from the Delaware Department of Public Instruction in conjunction with funds from local school districts, in order to develop and implement a series of training models that would support children with disabilities in the community. The training models focused on child development and issues regarding working with children who have disabilities. Training was offered to child care providers, directors, early childhood special educators, preschool teachers and assistants, family child care providers, and Head Start.*

- *The **Head Start Resource Access Project**, at the Education Development Center in Newton, Massachusetts, worked collaboratively with a grantee, a Head Start program and the local school district to utilize school-based sites as inclusive classrooms for all children in the community. Through this collaboration, an increased number of families of children with disabilities were served.*

- ***Early Intervention in Child Care Settings**, at Meeting Street Center in East Providence, Rhode Island, is an integrated program of community and statewide organizations that functions as a comprehensive support system to Rhode Island's child care programs. The support system offered through EICCS assists child care providers in meeting their goal of providing quality care for children with a variety of needs, thus enhancing the environments conditions for these children. Workshops, consultation, classroom support, and printed resources are available to staff, children, and parents. The program is funded through grants from the Centers for Disease Control and the Rhode Island Department of Health.*

Quality care for all children is consistent with family values, violence prevention, and increased employment rates. It is important to inform policymakers about the challenges faced in the community as well as exemplary practices in the delivery of inclusive programs and services to all children and their families.

RECOMMENDATIONS

1. Learn about all of the potential sources of funding and become familiar with each source's regulations.

2. Bring all the stakeholder together to develop a joint vision of a quality, inclusive system of child care.

3. Develop strategies that will expand funding and increase accountability.

4. Help providers, families and businesses understand the funding mechanisms.

5. Build upon the political priorities in your jurisdiction.

A Director's Story

Our center had an old and unsafe playground. As we planned for its replacement, we were committed to making it accessible to all children. As is so often the case, we could not afford the design we wanted. We decided to reach out to our community as well as our families to see if the necessary funds could be raised. It took almost two years before we were able to build our new playground. Our local Kiwanis club donated the swing set. Our families held many bake sales to pay for the play house and sandbox. We received small grants from Freddie Mac and our local Junior League to fund the climbing and slide structure. An architect donated his time to review our plans and make suggestions to increase accessibility. Our landlord even forgave our rent for one month so we could afford the resilient surface materials. It took a lot of time and outreach but our playground is a great success. As I watch our children, families, and staff outside, I have a deep appreciation of the caring and support we received from our larger community.

V. COMMUNITY RESOURCES

The challenge in this area is to identify resources in the community, access and organize the available information, and make it readily available to the child care field and to parents who are seeking programs and services for their children. In addition, the information needs to be conveyed to the general public in a way that demonstrates the benefits and challenges of inclusive programs and services.

Assessing and Identifying Community Needs and Resources

A community inventory of family-centered services is needed to identify existing resources and determine gaps. Child care resource and referral agencies can serve as a primary resource for parents seeking information about choosing child care. Parents may need general information about child care options such as articles or brochures that define types of programs and criteria for selection, or lists of centers and family child care homes located in a specific geographical area. Families may need information on other services such as:

- Prenatal care and health care
- Early intervention services
- Mental health services
- Transportation
- Adult education
- Job training
- Housing assistance
- Substance abuse counseling
- Special education services
- Literacy programs
- Volunteer organizations
- Advocacy/support networks

Parents of children without disabilities may need additional information about the concept and benefits of inclusion. Community service providers can help parents learn about the services available to best meet their needs. Publications such as *Child Care and the ADA: Highlights for Parents*˜ can provide answers to some of the most frequently asked questions about the impact of the ADA on child care programs.

✸ ***Project Special Care*** *in Indianapolis, Indiana participated in a collaborative process to identify quality community-based programs for children with special needs who receive preschool, special education services through the Indianapolis Public Schools. A multidisciplinary team made up of parents, early intervention transition*

coordinators, special education preschool teachers and administrators, a representative of ***Best Practices in Integration****, and Project Special Care staff worked together to adapt an existing site evaluation form, and then used it while visiting programs within the school district. The form summarizes specific strengths and areas of concern for each site and is available to families, teachers and administrators.*

✸ ***Community Partnerships, Inc.****, in Raleigh, North Carolina, sponsors Integrated Preschool Services, an inclusion support program funded primarily through contractual agreements with the Wake County Department of Human Resources (for children under three years) and the Wake County Public School System (for children over three years). The program is staffed with special educators and an interdisciplinary team that provides service coordination for families, direct intervention with the children, and support to a wide range of child care settings. The team consists of a speech-language pathologist, an occupational therapist, a physical therapist and a psychologist.*

Compiling and Disseminating Information

Identified community resources should be compiled in formats that can be widely disseminated. This listing becomes a valuable resource and should be updated on a regular basis. The compilation of resources takes an enormous effort. Child care resource and referral agencies can help to coordinate this task. Public and private agencies, businesses, and key community leaders can be approached for financial and practical help in compiling a comprehensive guide to available resources. A system for maintaining up-to-date information should also be developed. It is important to design surveys or questionnaires for agencies and other service providers, so that available services and procedural guidelines are clearly stated. Logistical information such as location, hours, and ages of children served and services provided should be included in the guide.

Child care resource and referral agencies may be a major distributor of the community resource information. In turn, R&Rs need to coordinate with others to ensure that the information reaches those who are in need of services. Alternative formats such as large print, and TTY accessible information should be developed. Additional formats for the information that will facilitate access include:

- Videos
- Community access television
- Telephone hot lines
- On-line access
- Community forums conducted in places such as child care centers, Head Start, schools, housing complexes, health clinics, and libraries

It is important that the resource guide be translated into the native languages of ethnic groups in local communities. The distributors of the information need to represent the racial and ethnic composition of each community and materials should be culturally relevant.

Consumer Education

Consumer education must be a priority if the existing resources are to be utilized and broadened. To assure that information is accessible, traditional consumers - parents and child care providers - can be involved in the development and dissemination of the resource directory along with resource and referral agencies. They can take part in leading focus groups to define needs for services and then help to identify those services in the community. Parents and child care providers should also be asked for feedback about existing services based on their own experiences.

- *The **Child Care Inclusion Project** (see **BANANAS**) in Oakland, California, disseminated an informational brochure within the project target area. The brochure was designed by a graduate student intern and members of the Project staff, and was translated into Chinese, Spanish and Vietnamese. The brochure has been disseminated to parents of children with disabilities, participants at community health fairs, the East Oakland Birth to School Project, Head Start programs, case manager meetings, child care centers and family child care providers, early interventionists, early childhood education students and administrators.*

The target audience includes the general public, those in public office at all levels, government administrators, heads of service agencies and early intervention programs, health and medical workers, and the public schools. Ongoing public awareness activities will serve to educate these consumers about child care issues as well as available resources.

Consumer education goes beyond the dissemination of the resource guide. There should be clear messages that identify and publicize outstanding examples of inclusive child care programs and services in each community.

- ***Child Care Plus**, in Fairfax, Virginia has sponsored a Family Resource Fair for families of children with special needs for three consecutive years. The fair informs families about available community resources in a "one-stop" manner. Participants can attend a wide variety of workshops, speak directly with representatives from health, educational, human services and child care agencies and view products such as puppets and books that address issues about disabilities.*

Part of consumer education is to suggest ways in which individuals and groups can act to help meet the challenge of providing family-focused, comprehensive, affordable, and flexible child care and related services to all children and their families.

✸ ***Child Care 2000*** *of the Massachusetts Office For Children is working to develop a statewide system of enhanced resource and referral services for families of children with disabilities looking for inclusive child care in local communities. Child Care 2000 is building upon the existing strength of the Massachusetts Network of Child Care Resource and Referral Agencies to balance parent information services with training and support resources to child care providers. Child Care 2000 works directly with child care resource and referral staff to help parents identify and select appropriate child care which meets the needs of their children. The project also provides a range of services such as training, technical assistance and consultation to local child care providers to assist them in making needed accommodations to best serve children with disabilities.*

Support Collaboration

The key participants in interagency collaborations need to work together and support each other to ensure the success of inclusion programs. Each partner should work toward:

- Developing a common vision and set of outcomes for children and families;
- Clarifying roles and responsibilities;
- Dealing openly with issues such as territoriality, potential anxiety about including children with disabilities in child care and education programs;
- Sharing resources; and,
- Planning for training across disciplines.

One way to identify and strengthen collaborative efforts is to become involved in existing interagency groups that coordinate children's services. One such group is the State Interagency Coordinating Council for Part H of the Individuals with Disabilities Education Act. This Council coordinates services for infants and toddlers with disabilities and their families. Expanding this existing group to include an array of child care agencies could serve as an efficient mechanism to share resources and plan services for all children. All of the stakeholders on the Councils could also advocate together for changes in policies and regulations at the federal level.

✸ *Maryland's* ***LOCATE: Child Care*** *is a statewide computerized child care resource and referral system that helps parents find child care for* all *children. LOCATE has enhanced services for parents of children with special needs, including a Special Needs Counselor who conducts a database search for providers. Additional services provided by LOCATE include data collection on the availability of child care and other community resources. The service is sponsored by the Maryland Committee for Children, with additional funding provided by the State Department of Human Resources, private employers, and user fees.*

RECOMMENDATIONS

1. Identify existing resources.
2. Compile a central listing of resources.
3. Widely disseminate information about child care resources.
4. Develop new materials related to inclusion and child care options for parents of children with disabilities.
5. Develop and expand linkages with other interagency groups that coordinate services for children.

A Teacher's Story

My center has enrolled several children with disabilities in the past year. This is a big change for us and quite a few parents have asked me questions about specific disabilities. Our director obtained some brochures from our state child care resource and referral agency about including children with disabilities in child care. We also got some materials from them with information about Down Syndrome, spina bifida, and cerebral palsy. I've sent these resources home in each child's backpack. Several parents have told me how helpful they were. Our resource and referral agency has been very responsive. It's great to know they have the information we need and can get it to us quickly.

APPENDICES

PROGRAM DESCRIPTIONS

The programs listed below were identified by *Leadership Forum* participants as examples of inclusion in action. Many of these programs are cited as examples within the text of this Monograph.

Participants were asked to identify programs that meet some or all of the following criteria:

- state- or community-wide
- inclusive
- family-centered
- comprehensive in scope
- serve children ages birth through school-age
- blend child care and early intervention program funding

ABC Child Care Voucher System For Children With Special Needs
SCUAP/University of South Carolina
School of Medicine
Columbia, SC 29208
Phone: (803) 935-5238
Fax: (803) 935-5250
Contact: Gay Clement-Atkinson, Ph.D., Training Director, SCUAP

ABC Child Care Voucher System provides training, technical assistance, and consultation to families, child care providers, service providers and educators to ensure the delivery of services to children, birth through 18 years, who have special needs.

BANANAS (see also **ADD'S PROJECTS OF NATIONAL SIGNIFICANCE**)
Child Care Inclusion Project
5232 Claremont Avenue
Oakland, CA 94618
Phone: (510) 658-7101
Fax: (510) 658-8354
Contact: Ginger Barnhart, Inclusion Specialist

BANANAS, the Child Care Resource and Referral Agency for Northern Alameda County, serves families of children of all ages who need child care or related services. BANANAS has a long history of working with and assisting families of children with special needs. The Child Care Inclusion Project is a collaboration of BANANAS, the Family Resource Network, and the Child Care Law Center to establish inclusion as a standard for quality child care.

Best Practices in Integration-Outreach
Indiana University
W.W. Wright Education Building
201 North Rose
Bloomington, IN 47405-1006
Phone: (812) 856-8167
Fax: (812) 866-8440
Contact: Susan Klein

Best Practices in Integration is an in-service training model for providers who serve infants, toddlers, and preschool children with special needs in community-based early childhood settings. The key components include training and technical assistance to ensure inclusion of young children with special needs in programs, and collaboration between early childhood educators and early childhood intervention specialists.

Champaign County Early Childhood Program
Lawnview Child and Family Center
2200 South State Route 68
P.O. Box 38205
Urbana, OH 43078
Phone: (513) 653-5214
Fax: (513) 653-5886
Contact: Karen McCoy, Program Director

Champaign County Early Childhood Program serves children from diverse backgrounds and with differing abilities. Several agencies and organizations, including Head Start and Champaign County Public Schools, are directly involved in the program's development, support services, and operation.

Charles County Public Schools
5980 Radio Station Road
La Plata, MD 20646
Phone: (301) 870-3814
Contact: Cindy Bryant, Director of Early Childhood and Special Education

The Charles County Public Schools provides inclusive wrap-around child care services for enrolled preschool and kindergarten children.

Child Care Education Program
University of North Carolina - Greensboro
310 McIver Street
Greensboro, NC 27412
Phone: (910) 334-5810
Fax: (910) 334-5910
Contact: Barbara Taylor, Coordinator

Child Care Education Program is an inclusive lab school in the Department of Human Development and Family Studies, that serves children, age one year until entry into kindergarten. The lab school is an approved research site and serves as a practicum site for students working toward a state Birth through K teaching certificate.

Child Care Plus
10201 Main Street
Fairfax, VA 22030
Phone: (703) 5917265
Fax: (703) 591-7286
Contact: Marshann Snyder, Coordinator

Child Care Plus is a four-year project, coordinated by the Fairfax County Department of Family Services, Office for Children, with funding from the Maternal Child and Health Bureau. The project develops and expands child care services for children with special health care needs, and facilitates community collaboration with special education and family support organizations. Training, technical assistance, and resource materials are available to child care providers.

Child Care plus+
Rural Institute on Disabilities
The University of Montana
52 Corbin Hall
Missoula, MT 59812
Phone: (800) 235-4122; (406) 243-5467 (Voice/TTY)
Fax: (406) 243-4730
Contact: Sarah A. Mulligan Gordon, Project Director
Publications: *Integrated Child Care: Meeting the Challenge*
Child Care plus+ Newsletter: Supporting Inclusion in Early Childhood Settings

Child Care plus+ provides support and resources to child care providers in a variety of settings, special educators, therapists, and early intervention specialists, to ensure successful inclusion of young children with disabilities in early childhood programs. Child Care plus+ offers training workshops, technical assistance, and in-service training and has produced curriculum materials, fact sheets, and annotated resource lists.

Child Care 2000
Massachusetts Office For Children
One Ashburton Place
Boston, MA 02108
Phone: (617) 727-8900 Ext.110
Fax: (617) 727-0528
Contact: Margaret C. O'Hare, Project Director

Through two demonstration projects, Child Care 2000 has developed a model system to refer families of children with disabilities to child care providers who are able to administer medication, provide site modification, access special equipment, and make other accommodations to meet individual child needs. Capitalizing on a strong statewide child care resource and referral system, the project supports families in their search for appropriate child care while at the same time supporting service providers by identifying professionals who can provide training and technical assistance to help them improve the quality of special care they provide. Services will include a strong focus on developing a team approach among all those working with the child.

Child Development Resources
P.O. Box 280
Norge, VA 23127-0280
Phone: (804) 566-3300
Fax: (804) 566-8977
Contact: Corinne W. Garland, Executive Director
Publications: *SpecialCare Curriculum and Trainer's Manual*

Child Development Resources provides early intervention services to young children and their families, and training and technical assistance to early intervention and early childhood professionals. The agency has an infant-parent program in which many of the children have complex health impairments, an evaluation and therapy center, and a child care center.

Children's Playspace
123 North Ashley Street, Suite 110
Ann Arbor, MI 48104
Phone: (313) 995-2688
Fax: (313) 995-0606
Contact: Mary Wehking, Director

Children's Playspace serves children (eight weeks through six years) in an inclusive child care setting. A teacher consultant from the Intermediate or local school district works with parents and staff to meet the special needs of individual children.

Childtime Children's Centers
Education and Training
38345 West Ten Mile Road, Suite 100
Farmington Hills, MI 48335-2883
Phone: (810) 476-3200
Fax: (810) 476-1168
Contact: Lana Smith, Education and Training Director

Childtime operates 180 centers (infants to school-age) in fourteen states and the District of Columbia. Children with special needs are integrated into the regular group care program. Training for monitoring or intervention procedures (e.g., sign language) is usually provided by parents and supplemented by a staff member. Center directors assist parents in navigating state requirements for obtaining evaluative and support services and in working with the school system to develop an Individualized Education Plan.

Community Partnerships, Inc.
3522 Haworth Drive
Raleigh, NC 27511
Phone: (919) 781-3616
Fax: (919) 782-1485
Contact: Kelli Rushing

Community Partnerships, Inc. has developed a number of specialized programs to support efforts to develop inclusive programs throughout the Raleigh, North Carolina region. These programs include the Integrated Preschool Services project to provide early intervention services in regular child care and preschool settings for children at risk for developmental disabilities, and the Inclusion Resource Project to provide training and technical assistance to community child care programs who enroll or are interested in enrolling children with disabilities.

Danny Chitwood Early Learning Institute
2210 Mount Vernon Avenue, Suite 202
Alexandria, VA 22301
Phone: (703) 683-1774
Fax: (703) 683-1793
Contact: Mary Ellen Hoy, Ph.D., Director
Publications: *Family Child Care Integration Project: Implementation Manual*

The Danny Chitwood Early Learning Institute strives to improve the quality of early childhood programs for children, birth to five years, with particular emphasis on children with special needs or those who are at risk for school failure. The Institute developed the Family Child Care Integration Project, an in-service training project to train and support family child care providers who want to include children with disabilities in their homes.

Delaware Early Childhood Center
Early Choices Program
West and Mispillion Streets
Harrington, DE 19952
Phone: (302) 398-8945
Fax: (302) 398-8983
Contact: Deborah A. Ziegler, Director

The Delaware Early Childhood Center operates a statewide early childhood special education program, in a variety of settings, for 3-year-old children with mild developmental delays and for 3- and 4-year-old children with speech delays. Available services include referral, screening, multidisciplinary assessment, and early childhood special education.

Early Childhood Intervention Program (ECIP)
3007 North Main Street
Tarboro, NC 27886
Phone: (919) 823-6031
Fax: (919) 823-0501
Contact: Evelyn Horton, Early Childhood Intervention Director

ECIP serves families with children, birth to two years, who are at risk for or have diagnosed developmental delays or atypical behavior. ECIP provides developmental programming information and parent support and assistance. Services may be provided through home visits or in center-based settings within the community.

Early Intervention/Early Childhood Special Education
The Warm Springs Early Childhood Education Center
The Confederated Tribes of the Warm Springs Reservation of Oregon
P.O. Box C
1257 Kot-Num Road
Warm Springs, OR 97761
Phone: (541) 553-3241
Contact: Julie Quaid

The Early Intervention Program is designed to assist children, birth to three years, with special needs and disabilities. Children under the age of three years receive most services at home or in the Early Childhood Education center that is housed at this location.

Early Intervention in Child Care Settings
Meeting Street Center
Metropolitan Early Intervention Program
667 Waterman Avenue
East Providence, RI 02914
Phone: (401) 438-9500 Ext.321
Fax: (401) 438-3760
Contact: Brenda Dziedzic, Vice President, Early Childhood Programs

Early Intervention in Child Care Settings (EICCS), a comprehensive support system for parents and child care providers, is a collaborative program of state and community organizations including Metropolitan Region Early Intervention, the Rhode Island Department of Health, the Rhode Island Child Care Training System, the Rhode Island Parent Information Network, the University of Rhode Island, and child care centers in the cities of Providence, Pawtucket, and Central Falls. Services provided by EICCS include workshops, consultation, classroom support, and printed/video resources.

Enable Children and Family Services
1603 Court Street
Syracuse, NY 13208
Phone: (315) 455-7591
Fax: (315) 455-2494
Contact: Marian Andrews, Program Director

Enable Children and Family Services provides special education and related services for children birth to five in community nursery schools, child care centers, or in their own homes, with a focus on family-centered approaches to learning and full inclusion. Enable Children and Family Services ensures that each neighborhood center meets the specific needs of children with disabilities in the community.

Epilepsy Association of Maryland
Project ACT
300 E. Joppa Road, Suite 1103
Towson, MD 21286
Phone: (410) 828-7700
Contact: Peggy Florio, Project ACT Facilitator

The Epilepsy Association of Maryland's Project ACT (All Children Together) was started to increase the availability of regulated child care opportunities for children with special needs and to enhance the ability of caregivers to offer quality services to children with disabilities. Project ACT personnel provide parents and child care providers with on-site support, technical assistance, training about specific disabilities, and access to adaptive materials. Project ACT staff members also act as liaisons to community agencies, services, and school systems.

The Extended Day Enrichment Program
Orange County Public Schools
445 West Amelia Street
P.O. Box 271
Orlando, FL 32801
Phone: (407) 849-3200
Fax: (407) 317-3369
Contact: Betsy Fulmer, Ed.D., District Coordinator

The Extended Day Enrichment Program serves children with and without disabilities, in grades kindergarten to fifth grade. This program provides supervision before and after regular school hours, and during intersessions and summer breaks.

The Family Center of Washington County
Child Development Associate (CDA) Training Program
32 College Street, Suite 100
Montpelier, VT 056022
Phone: (802) 828-8770
Contact: Steve Stahl

The Family Center of Washington County, in collaboration with Community College of Vermont, offers a comprehensive CDA Training Program to increase the number of child care providers who are specifically trained to serve children with disabilities in an inclusionary child care setting. Enrolled child care providers receive 10 credits for attending two courses that are offered on Vermont Interactive Television, and through a supervised field experience at their worksites.

Handicare
2220 9th Street
Coralville, IA 52241
Phone: (319) 354-7641
Contact: Ann Riley, Executive Director

Handicare is a year-round supported inclusion child development program that provides child care for children from six weeks to five years of age in 15 classrooms. A school complement program serves children from six to twelve years.

Head Start Resource Access Project
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
Phone: (617) 969-7100
Contact: Philip Printz

Education Development Center, Inc., is one of a nationwide network of Head Start Resource Access Projects (RAPs) that provide training and technical assistance to Head Start programs to enable them to fully include children with disabilities. RAPs can facilitate collaborative agreements between Head Start programs, child care programs, and state and local education agencies.

Inclusionary Early Childhood Services
The Children's Evaluation and Rehabilitation Center
Albert Einstein College of Medicine
1410 Pelham Parkway South
Bronx, NY 10461
Phone: (718) 431-8910
Fax: (718) 892-4736
Contact: Susan Chinitz, Psy.D., Director of Early Childhood Center

Inclusionary Early Childhood Services is a collaboration between the Children's Evaluation and Rehabilitation Center/University Affiliated Program and the Goose Bay Nursery School, a community-based preschool/child care center, that promotes inclusionary practices. Developmental therapists provide direct on-site services to children with developmental disabilities, who are enrolled in the preschool program. The project also provides training and consultation to child care staff in order to meet the special needs of children with disabilities.

Inclusive Child Care Project of Texas
Inclusionary Early Childhood Services
130 Lewis Street
San Antonio, TX 78212
Phone: (210) 225-0276
Fax: (210) 225-8103
Contact: Nancy L. Hard or Kim Sheffield
Publications: *ABC's of Inclusion*
A Parent Counselor's Guide to Serving Children with Disabilities

The Inclusive Child Care Project of Texas provides training and technical support to family child care providers, child care centers, public schools, early intervention programs, and other community resource agencies that serve children from birth through twelve years.

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Karasik Child Care Center
205 South Summit Avenue
Gaithersburg, MD 20877
Phone: (301) 208-0025
Contact: Christine Shawver, Child Care Coordinator

The Karasik Child Care Center is a nonprofit program of the Children's Services Division of the Arc of Montgomery County. The year-round center serves children, from two through nine years, in an inclusive setting.

Kids of All Learning Abilities (KOALA)
Greater Boston Association for Retarded Citizens, Inc. (GBArc)
1505 Commonwealth Avenue
Boston, MA 02135
Phone: (617) 783-3900
Fax: (617) 783-9190
Contact: Jacqui Shatos

Kids of All Learning Abilities (KOALA), a project of the Greater Boston Arc and the Massachusetts Department of Mental Retardation, facilitates the inclusion of children with disabilities into after-school and recreational programs. KOALA's Integration Specialists help place children in programs and provide on-going training and support to children, parents, and program staff.

The Lawrence Family Jewish Community Center
4126 Executive Drive
La Jolla, CA 92037
Phone: (619) 457-3030
Fax: (619) 457-2422
Contact: Mary Shea, Inclusion Coordinator

The Lawrence Family Jewish Community Center has an inclusive preschool program that serves children from two to five years, an inclusive after school youth program, and an inclusive summer day camp program.

Leadership Training to Support Child Care for All Children Project
University of Illinois
Department of Special Education
Institute for Research on Human Development
51 Gerty Drive
Champaign, IL 61820
Phone: (217) 333-0260
Contact: Susan Fowler, Project Director

Through this program, a cadre of "Inclusion Leaders" was prepared to work through the Illinois Child Care Resource and Referral System to help expand the quality and quantity of inclusive child care. These Inclusion Leaders provide on-site consultations, workshops, phone assistance, linkages to other agencies, and resource materials for child care providers and families of children with disabilities. Providers and parents can find an Inclusion Leader by calling their local resource and referral agency.

LEARNS: Early Childhood
Center for Community Inclusion
University of Maine - University Affiliated Program
5717 Corbett Hall
Orono, ME 04469-5717
Phone: (207) 581-1084
Fax: (207) 581-1231
TTY: (207) 581-3328
Contact: Debbie Gilmer, Assistant Director for Community Services

LEARNS is a partnership of community and university resources formed to improve the quality of life for people with disabilities, their families, and the professionals who work with them. To meet their goals of community inclusion and interdependence, LEARNS provides interdisciplinary training, disseminates guidelines for creating inclusive schools, and develops informative materials on inclusion. LEARNS has provided outreach education and technical assistance to more than 100 school districts in Maine and has expanded its initiatives for early care and education and families.

LOCATE: Child Care
Maryland Childcare Resource Network
Maryland Committee for Children
608 Water Street
Baltimore, MD 21202
Phone: (410) 752-7588
Fax: (410) 752-6286
Contact: Arna Griffith, LOCATE Director, or Karen Pinkney, Special Needs Counselor

LOCATE: Child Care provides enhanced referral services for families of children with special needs. Parents discuss individual child care needs in detail and have follow-up discussions with a Special Needs Counselor who identifies child care programs matching the family's needs. Follow-up calls are made after four weeks to determine whether the parent is satisfied with care or needs additional referrals and services. Parents can use LOCATE either by phone or in person.

Los Angeles County Fair Association Child Development Center
Fairplex
1101 West McKinley Avenue
Pomona, CA 91768
Phone: (909) 865-4100
Fax: (909) 623-0961
Contact: Pamela Murphy, Children's Services Manager

The Child Development Center is co-sponsored by the Los Angeles County Fair Association and the University of La Verne. The center is inclusive and serves 150 children from six weeks to six years of age. Center staff presents workshops on child development topics in the community and the center serves as a training site for students from universities, community colleges and local school districts.

Michigan Inclusive Education Initiative
Developmental Disabilities Institute
Wayne State University
6001 Cass Avenue, Suite 326 Justice
Detroit, MI 48202
Phone: (313) 577-2654
Fax: (313) 577-3770
Contact: Barbara LeRoy, Ph.D., or Susan St. Peter, Ph.D., Associate Directors for Education

The Michigan Inclusive Education Initiative was established to provide support and technical assistance to school districts working toward inclusion.

New Jersey's Special Needs Child Care Project
Department of Human Services
Capital Place One
222 South Warren Street, CN - 700
Trenton, NJ 08625
Phone: (609) 292-8444
Contact: Sandy Sheard
Publications: *More Alike Than Different: Including Children with Special Needs in School-Age Child Care Settings*, a staff training manual by Dale Borman Fink

A collaborative effort among the New Jersey Department of Human Services and the statewide network of child care resource and referral agencies, the Special Needs Child Care Project provides technical assistance and resources for child care providers who wish to develop inclusive programs, regional and on-site training on inclusion, recruitment and support of providers, and opportunities for networking among existing programs and services. Services extend to child care center staff, family child care providers, before- and after-school programs for school-agers, resource and referral agencies, parenting groups, and agencies and professionals working with children with special needs.

Parent Educational Advocacy Training Center (PEATC)
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
Phone: (703) 691-7826 (voice/TTY)
Fax: (703) 691,8148
Contact: Cherie Takemoto, Executive Director

PEATC assists parents and professionals in translating the legal rights of children with disabilities into genuine opportunities for full participation in school and community life. The Team Training Program enables parent-professional teams to conduct parent workshops and to provide information and referral services in their communities.

Partnerships for Inclusion
The University of North Carolina
300 NationsBank Plaza, 137 East Franklin Street
Chapel Hill, NC 27514
Phone: (919) 962-7359
Fax: (919) 962-7328
Contacts: Farley Bernholz and Pat Wesley, Co-Directors
Publications/Products: *Can I Play Too?* [video series]
All Together Now!: Providing Quality Care & Education for All Children [newsletter]

This statewide project provides free technical assistance to support the inclusion of young children with disabilities, birth through five, in community child care programs. Inclusion Specialists work with child care providers, early interventionists, child service coordinators, parents, teachers, and resource groups. The co-directors collaborate with state agencies to develop policy and program initiatives that facilitate full community integration of children with disabilities and their families.

Project Blend
Box 328 Peabody
Vanderbilt University
Nashville, TN 37203
Phone: (615) 322-8277
FAX: (615) 343-1570
Contact: JoAnn Heiser, Project Coordinator

Project BLEND is a federal model demonstration grant to develop, implement, and evaluate an ecological model of inclusion for infants, toddlers, and preschoolers in community child care settings. Project BLEND has assisted the local school district and local early intervention programs in moving from a school-based program to an inclusive community-based approach.

Project EXCEPTIONAL
California Institute on Human Services, Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
Phone: (707) 664-2051
Fax: (707) 664-2417
Contact: Anne Kuschner or Linda Cranor, Co-Coordinators
Publications: *Project Exceptional: Dimensions of Diversity*

Project EXCEPTIONAL has developed training materials designed to recruit and train child care and development staff and early childhood students in quality care and education of young children with disabilities. This project has conducted Training of Trainer workshops for community interagency teams and for community/technical college instructors. Training is also delivered to child care providers, Head Start, staff, resource and referral personnel, family child care providers, families of children with disabilities, vocational high school students, and paraprofessionals in early childhood and special education programs.

Project Special Care
The Indiana Parent Information Network, Inc.
4755 Kingsway Drive, Suite 105
Indianapolis, IN 46205-1545
Phone: (317) 257-8683
Fax: (317) 251-7488
Contact: Marsha Thompson, Co-Coordinator

Project Special Care utilizes existing community-based child care resource and referral services to assist families of children with special needs in locating and accessing appropriate child care. Training and on-going technical assistance are offered to child care providers in a variety of community-based inclusive programs.

Smart Start
North Carolina Partnership for Children
1323 Capital Boulevard, Suite 102
Raleigh, NC 27603
Phone: (919) 821-7999
Fax: (919) 821-8050
Contact: Karen Ponder, Program Director

Smart Start is a comprehensive initiative to help all children in North Carolina children enter school healthy and ready to succeed. It is designed to provide quality early childhood education, health care and other critical family services for every child under the age of six years.

South Dakota Early Childhood Inclusion Support Project
South Dakota University Affiliated Program
Department of Pediatrics
USD School of Medicine
414 E. Clark
Vermillion, SD 57069-2390
Phone: (800) 658-3080
Fax: (605) 677-6274
TTY: (800) 658-3080
Contact: Joanne Wounded Head or Gera Jacobs

The South Dakota Early Childhood Inclusion Support Project was created to provide statewide support to early childhood professionals working toward the inclusion of children with disabilities in community-based settings. Project staff provide training, informational resources, and networking support to providers and parents. The Project's Toy Lending Library maintains a supply of quality, appropriate toys and equipment for loan to early childhood programs in South Dakota.

SpecialCare Center
3888 Calle Fortunada
San Diego, CA 92123
Phone: (619) 694-5800
Fax: (619) 560-0415
Contact: Terry Racciato, President

SpecialCare Center is a comprehensive child care center, preschool, and respite program for all children, including those who are medically fragile and technology-dependent. Available on-site services include physical, occupational, and speech therapy, and nursing care.

Special CARE, Inc.
3105 Sunset Blvd.
Oklahoma City, OK 73120
Phone: (405) 752-5112
Contact: Pam Newby, Director
Publications: *Unique Environments*

Special CARE integrates children, from six weeks to six years, with and without disabilities, to provide optimal learning opportunities for both groups. Each classroom program is designed to meet the cognitive, physical, social and emotional needs of the children. Parents, teachers and therapists work closely together and a family support group meets monthly.

Training for Inclusion Project
Child and Family Studies
University of Connecticut
309 Farmington Avenue, Suite A-200
Farmington, CT 06030
Phone: (203) 679-4632
Contact: Mary Beth Bruder, Ph.D., Director of Child and Family Studies

The Training for Inclusion Project offers comprehensive training to child care providers through six statewide training teams. Each team includes a parent, a child care provider, and a special educator. These teams are available to help teachers, assistants, and directors of child care centers, family child care providers, and families of children with disabilities develop inclusive community care settings.

Valley Early Intervention
Valley Comprehensive Community Mental Health Center, Inc.
301 Scott Avenue
Morgantown, WV 26505
Phone: (304) 296-1731 Ext.283
Fax: (304) 293-5322
Contact: P. Kay Nottingham Chaplin, Program Director

Valley Early Intervention is a Part H of IDEA program, that provides services through home-, center- and community-based models, to promote the development of infants and toddlers (birth to three years) with developmental delays or who are at risk of having developmental delays, and to support their families. One community-based service component is Kinder Tots, Inc. Valley Early Intervention purchases slots in this child care play group and provides an early intervention specialist to ensure the implementation of the Individualized Family Service Plan. In addition, direct and consultative services are provided by occupational, physical and speech therapists.

Yes, You Can Do It! Mentor Training Project
The Children's Foundation
725 Fifteenth Street, NW, Suite 505
Washington, DC 20005-2109
Phone: (202) 347-3300
Contact: Sandy Gellert
Publications: "Yes, You Can Do It! Caring for Infants and Toddlers with Disabilities in Family Child Care" video and Annotated Resource Directory

The Yes, You Can Do It! Mentor Training Project is an activity of The Children's Foundation, a private, national, educational non-profit organization that strives to improve the lives of children and those who care for them. The project will train family child care providers who are caring for children with disabilities to be mentors for less experienced providers who would like to care for children with disabilities. The Children's Foundation will be conducting the 8-hour training sessions in the mid-Atlantic states.

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FEDERAL DISABILITIES LEGISLATION

Individuals with Disabilities Education Act (IDEA) is a federal education program to provide federal financial assistance to State and local education agencies to guarantee special education and related services to eligible children with disabilities, aged birth through 5. Under the legislation, states have the responsibility to provide a free, appropriate public education and must develop an Individualized Education Program for each child served. *Parts of this law were formerly known as the Education for all Handicapped Children Act of 1975, as PL 94-142 and as the Education of the Handicapped Act (EHA) of 1986.*

Part B of the Individuals with Disabilities Education Act is the *state and local grant program.* This section of the IDEA statute specifically includes the language of the Education for All Handicapped Children Act of 1975, as amended. Over 5 million children with disabilities ages 3-21 receive special education and related services. The state and local grant program is "the central vehicle through which the federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services."[1] Funding to states is through a formula to state education agencies based on a relative count of children with disabilities being served within the state.

Section 619 of Part B of the Individuals with Disabilities Education Act is the *preschool grants program*, which expands the requirement of free appropriate public education to include all eligible preschool children with disabilities ages 3 through 5. Services may also be provided to children aged 2 who will turn three during the next school year. Funding to states is through a formula to state education agencies in which 70 percent of the funds must be distributed to local education agencies and intermediate educational units, with the remaining 30 percent for planning and development of a comprehensive delivery system and for administrative expenses. Funds are used to provide the full range and variety of appropriate developmental and other preschool special education programs to preschool-aged children. In addition, funds may be used for comprehensive diagnostic evaluations and for parent training and counseling.

Part H of the Individuals with Disabilities Education Act is known as the *Early Intervention Program.* This program provides grants to states for early intervention programs for infants and toddlers with disabilities, ages birth through 2 years. Amendments in 1991 expanded the program to include children age 3 and included provisions to increase participation of underserved populations and to enhance services to "at-risk" populations.

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[1]Council for Exceptional Children, *Fiscal Year 1996 Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations*, p.17.

States participate on a voluntary basis. The funds can be used for the planning, development and implementation of a statewide system for the provision of early intervention services, for the general expansion and improvement of services and can be used (as part of the transition to services provided under Part B) to provide a free, appropriate public education to children with disabilities from their third birthday to the beginning of the next school year. In all cases, federal funds are the "payor of last resort," meaning that the funds cannot be used when there are other appropriate resources available through public or private means.

Section 504 of the Rehabilitation Act of 1973 is a civil rights law designed to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance. The law creates the responsibility to provide a free, appropriate public education, although no federal funds are provided.

IDEA funds may not be used to serve children only eligible for special education and related services under Section 504.

Americans with Disabilities Act is "the most comprehensive federal civil rights law ever passed to protect individuals with mental or physical disabilities from discrimination. The law prohibits discrimination in employment (Title I), state and local government services (Title II), public accommodations (Title III), public transportation (Title IIIB), and telecommunications (Title IV). . . . Public accommodations refers to private programs such as family child care homes, child care centers, nursery schools, preschools, or Head Start programs run by non-public agencies."[2]

No funding is provided under the ADA, although limited tax credits are available for removing architectural or transportation barriers.

Sources:

Child Care and the ADA: Highlights for Parents, Child Care Law Center

Fiscal Year 1996 Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations, Council for Exceptional Children

Overview of the ADA, IDEA, and Section 504, Kelly Henderson, ERIC Digest EDO-EC-94-8.

"What is Part B of IDEA?: The Preschool Grants Program," National Early Childhood Technical Assistance System (NEC*TAS)

"What is Part H of IDEA?: The Early Intervention/Birth to Three/Infants and Toddlers Program," National Early Childhood Technical Assistance System (NEC*TAS)

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[2]Child Care Law Center, *Child Care and the ADA: Highlights for Parents*, p.3-4.

ADMINISTRATION ON DEVELOPMENTAL DISABILITIES' PROJECTS OF NATIONAL SIGNIFICANCE

Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Room 300 Bynum Hall
CB# 4100, UNC-CH
Chapel Hill, NC 27599-4100

The Frank Porter Graham Child Development Center at the University of North Carolina has designed a 3-year project to improve child care and early intervention services for families in Chatham County and for the Haliwa-Saponi Indian Tribe in Halifax and Warren counties. The project is based on the idea that early intervention services for young children with disabilities should be family-centered, culturally sensitive, and community-based.

The inclusion project provides training and technical assistance to early childhood professionals to help them work with children and families in more culturally appropriate ways. The project has convened local community planning teams in each community, with parents, community leaders, and child care professionals. These teams will help guide local training activities and will encourage further dialogue between parents and professionals. Future training will concentrate on helping parents be more effective storytellers and presenters. Child care staff in both communities will also be given resource materials, strategies for inclusion, and training on cultural diversity.

For additional information, contact Debra Skinner at 919-966-4571 or Virginia Buysse at 919-966-7171.

The Northern Alameda County Child Care Inclusion Project
BANANAS, Inc.
5232 Claremont Avenue
Oakland, CA 94618

The Child Care Inclusion Project is a collaboration of BANANAS, the Family Resource Network, and the Child Care Law Center to establish inclusion as an accepted standard of quality for child care and the whole community. Building upon the expertise and existing services of the collaborating agencies, the project targets parents and child care providers as the change agents with the greatest potential to open child care to more children with disabilities. The project will build on several Federal initiatives, including AmeriCorps, the Child Care and Development Block Grant, GAIN/JOBS, Part H of the IDEA, and the Enhanced Enterprise Community activities in the city of Oakland.

Through the Inclusion Project, more children with special needs, primarily 0-5 year olds from low-income families, will be placed in quality child care settings. An infrastructure will be created that extends the capacity for inclusive child care to additional providers over time. As parents and providers gain the attitudes, skills and commitment to make inclusion work, inclusion will be viewed as one element of what quality child care is for all children. This Project will provide a replicable model for promoting inclusive

child care in natural and community settings, reducing the need for expensive segregated child care. A process evaluation will be performed, along with service monitoring and an outcome evaluation. Parents will be asked to complete a survey assessing their level of satisfaction with the placement of their child.

For more information, contact Arlyce Curry at 510-658-7101.

The Preschool Inclusion Project
University of Miami
Mailman Center for Child Development
Department of Pediatrics
PO Box 016820 (D-820)
1601 NW 12th Avenue, Room 4012
Miami, Florida 33101

The Preschool Inclusion Project is a 3-year grant awarded to the University of Miami Mailman Center for Child Development by the U.S. Department of Health and Human Services Administration on Developmental Disabilities. The project will expand opportunities for young children with special needs to attend quality child care programs in their neighborhoods by providing training to center-based and family child care providers interested in expanding the services to all children in their care. The training component will include education, mentoring, and on-site assistance that will enhance the program's ability to be inclusive of all children with disabilities.

An advisory committee composed of individuals with special needs, parents of children with special needs, and professionals in the field of early childhood education will provide guidance and support to this project. The Preschool Inclusion Project hopes to meet the needs of children who were previously unserved or underserved by the community, especially those living in poverty and those from multicultural backgrounds.

For more information, contact Dr. Susan Gold at 305-243-6624.

Administration on Developmental Disabilities
Administration for Children and Families
U.S. Department of Health and Human Services
200 Independence Ave., SW, Room 329D
Washington, DC 20201
Phone: (202) 690-6120

Contact: Adele Gorelick
Phone: (202) 690-5982
E-mail: agorelick@acf.dhhs.gov

CHILD CARE BUREAU, ADMINISTRATION FOR CHILDREN AND FAMILIES
INCLUSION TECHNICAL ASSISTANCE

The Child Care Bureau is continuing its commitment to quality, inclusive child care services through technical assistance to states, territories, and tribes. Contact the Regional Offices of the Administration for Children and Families for additional information on these technical assistance activities.

REGION I
Roy Walker, Program Specialist
Child Care Unit - ACF/DHHS
John F. Kennedy Federal Bldg., Rm 2025
Government Center
Boston, MA 02203
Phone: (617) 565-2462

STATES

Connecticut, Maine, Massachusetts,
New Hampshire, Vermont, Rhode Island

REGION II
Souvonia Taylor
DHHS/ACF - Region II
Federal Bldg., Room 1243
26 Federal Plaza
New York, NY 10278
Phone: (212) 264-2667

STATES AND TERRITORIES

New York, New Jersey,
Puerto Rico, Virgin Islands

REGION III
Ann Schoonmaker
PO Box 8436
3535 Market Street
Philadelphia, PA 19101-8436
Phone: (215) 596-4373

STATES

Delaware, Washington, D.C., Maryland,
Pennsylvania, Virginia, West Virginia

REGION IV
Carol Osborne
Administration for Children and Families
101 Marietta Tower, Suite 821
Atlanta, GA 30323
Phone: (404) 331-6366

STATES

Alabama, Florida, Georgia,
Kentucky, Mississippi, North Carolina,
South Carolina, Tennessee

REGION V
Jim McCullum
105 W. Adams Street, 20th Floor
Chicago, IL 60603
Phone: (312) 353-3270

STATES

Illinois, Indiana, Michigan,
Minnesota, Ohio, Wisconsin

REGION VI
Roy Rodgers, Program Manager
DHHS - Administration for Children and Families
1200 Main Tower, Suite 1050
Dallas, TX 75202-4348
Phone: (214) 767-6236

STATES

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

REGION VII
Debbie Walden
ACF - Region VII
601 E. 12th Street, Room 276
Federal Building
Kansas City, MO 64106
Phone: (816) 426-5211

STATES

Iowa, Kansas, Missouri, Nebraska

REGION VIII
Doreen McNicholas
Administration for Children and Families
1961 Stout Street, 9th Floor
Federal Office Building
Denver, CO 80294
Phone: (303) 844-3100

STATES

Colorado, Montana, North Dakota, Utah, Wyoming, South Dakota

REGION IX
Bob Garcia
DHHS
50 United Nations Plaza, Room 351
San Francisco, CA 94102
Phone: (415) 437-8421

STATES AND TERRITORIES

Arizona, California, Hawaii, Nevada, Pacific Insular Areas

REGION X
Richard D. McConnell, Chief
CCWD&Y Branch - ACF
2201 Sixth Avenue, Suite 600
Seattle, WA 98121-1827
Phone: (206) 615-2558

STATES

Alaska, Idaho, Oregon, Washington

CHILD CARE BUREAU
Contact: Lillian Sugarman
Phone: (202) 690-6243
E-mail: lsugarman@acf.dhhs.gov

CHILD CARE TECHNICAL ASSISTANCE PROJECT
Contact: Sally Hardy or Pattie Howell
Phone: (202) 639-4465
E-mail: shardy@acf.dhhs.gov phowell@acf.dhhs.gov

POSITION ON INCLUSION[8]

DIVISION FOR EARLY CHILDHOOD
OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

ADOPTED: APRIL, 1993
Revised: December, 1993

Inclusion, as a value, supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. A natural setting is one in which the child would spend time had he or she not had a disability. Such settings include but are not limited to home and family, play groups, child care, nursery schools, Head Start programs, kindergartens, and neighborhood school classrooms.

DEC believes in and supports full and successful access to health, social service, education, and other supports and services for young children and their families that promote full participation in community life. DEC values the diversity of families and supports a family guided process for determining services that are based on the needs and preferences of individual families and children.

To implement inclusive practices DEC supports: (a) the continued development, evaluation, and dissemination of full inclusion supports, services, and systems so that options for inclusion are of high quality; (b) the development of pre-service and in-service training programs that prepare families, administrators, and service providers to develop and work within inclusive settings; © collaboration among all key stakeholders to implement flexible fiscal and administrative procedures in support of inclusion; (d) research that contributes to our knowledge of state of the art services; and (e) the restructuring and unification of social, education, health, and intervention supports and services to make them more responsive to the needs of all children and families.

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
Phone: (800) 845-6CEC
Voice/TTY: (703) 620-3660
Fax: (703) 264-9494

Division for Early Childhood (DEC)
1444 Wazee Street, Suite 230
Denver, CO 80202
Phone: 303-620-4579

EXCERPTED FROM *CHILD CARE BULLETIN*, ISSUE #10, JULY/AUGUST 1996

Developing Inclusive Programs for Children with Disabilities[9]

Sheryl Dicker and Ellen Schall

The child care community is aware of the importance of educating young children with disabilities with their peers, but efforts to create inclusive programs have been limited by lack of knowledge of the funding possibilities[1]. A major source of funds for these efforts is the federal Individuals with Disabilities Education Act (IDEA). Using IDEA and other resources, states, communities, and providers can serve children with disabilities in inclusive programs.

IDEA has two separate entitlement programs that focus on young children. The preschool grants program provides states with federal funding to assist local school districts to provide a free, appropriate, public education to children with disabilities ages 3-5. Another program, Part H, is administered by state lead agencies such as the Departments of Health, Developmental Disabilities, Education or Social Services. It provides funding for early intervention services for infants and toddlers who have, or are at risk of disabilities, and their families.

Under both entitlements, school districts or state lead agencies are required to make available all services specified on the individualized education plan (IEP) for children ages 3-5, or an individualized family services plan (IFSP) for children from birth through 2. For instance, services identified collaboratively by parents, teachers, and school officials can include specially designed instruction and related services to assist a child, such as speech, occupational or physical therapies, counseling, parent counseling, or an aide. Early intervention services under Part H may also include family support services, such as parenting education, parent support groups or respite care. Depending on a state's Part H policies, a provider may be able to meet the qualifications to effectively perform the functions of a service coordinator.

Services specified in the IEP/IFSP must be provided in the "least restrictive environment" for 3-5 year olds and in a "natural environment," to the maximum extent appropriate for the needs of children ages 0-2. These are settings that are typical for a child's peers, such as a regular preschool class, home, child care, or other community setting. When a placement is made, according to a child's IEP, to a program such as a child care center, the school district must fund the cost of the program to the extent that it is necessary to implement the child's IEP. Although child care is not considered an early intervention service under Part H, all services enumerated on the IFSP, including child care programming to en-able interaction with a child's peers, are reimbursable if provided by "qualified personnel." States develop standards for defining "qualified personnel." Some states, such as Illinois and Maine, have created new occupational categories which enable child care personnel to provide certain covered services.

By viewing IDEA as the cornerstone for programs for young children with disabilities, one can begin to develop and fund inclusive services. IDEA services are tied to the IEP or IFSP. It is critical that child care providers, teachers, and parents are present at the IEP/IFSP meetings and clearly specify all of the services that a child needs, particularly programming to enable interaction with his or her peers. Unraveling the complexity of IDEA can provide significant funds. For example, New York's unit rate system for Part H reimburses a 2-3 hour developmental toddler group that can include non-disabled children at a rate almost comparable to a full day in care.

School districts or state lead agencies have funded the IDEA entitlement by utilizing a variety of sources in addition to federal IDEA funds such as state special education funds and Medicaid. It may be possible to augment Part H funds with sliding fees established by state law and, in some cases, with private insurance. But, the IEP/IFSP typically covers only part of the day and for those children who require additional hours in child care, Head Start, or other preschool programs, a range of funding streams should be explored. Head Start and Child Care and Development Block Grant (CCDBG) funds can be used. A new federal source, the Family Support and Preservation program, also can be used to fund early childhood programs under its family support provisions. Thus, the creative use of IDEA provisions, coupled with federal and other child care resources, can help to make inclusive programs a reality for young children with disabilities.

[1]S. LaMorcy & D. Bricker. "Integrated Programs: Effects on Young Children and Their Parents," *Integrating Young Children with Disabilities into Community Programs*, Peck, Odom & Bricker, eds. Baltimore: Brookes (1993); S. Odom & M. McEvoy, (1988), Integration of Young Children with Handicaps and Normally Developing Children, *Early Intervention for Infants and Children with Handicaps*, Odom & Karnes, eds. Baltimore: Brookes. (Less than one third of young chil-dren with disabilities are in inclusive programs).

Sheryl Dicker is Executive Director, and Ellen Schall is Co-Chair of the New York State Permanent Judicial Commission on Justice for Children (PJCJC). The PJCJC focuses on the problems of young children and the courts, and has initiated reforms in areas such as access to early intervention and care for children in the courts. To learn more, contact Sheryl at: (914) 422-4425.

BEST COPY AVAILABLE

Release #7

early years are learning years

The benefits of an inclusive education: Making it work

In an increasing number of early childhood programs around the country, teachers, children, and parents are discovering the benefits of educating young children with special needs together with their same-age peers. Since learning is so important in the early years, this is the best time for children to begin to respect all people's differences and the contributions each individual makes. The key to creating a successful inclusive program is educating ourselves and others about how to ensure every student in the classroom has the chance to reach his or her fullest potential.

Children with disabilites are, first and foremost, children, and then children who may need support or adaptations for learning. The term "special needs" refers to a wide range of developmental disabilities or learning needs that may occur in different areas and to varying degrees. Traditionally, children with special needs were pulled out of regular classrooms and grouped together as if all their needs were alike. Relatively few children with disabilities were served in community-based early childhood programs apart from Head Start or public school programs.

In 1992, the Americans with Disabilities Act (ADA) established equal rights for people with disabilities in employment, state and local public services, and public accomodations including preschools, child care centers and family child care homes. The ADA has helped more and more educators recognize that developmentally appropriate classrooms are places where all children can and should learn together.

Early childhood teachers' strong knowledge of child development helps them to successfully teach young children with all talents, interests, and abilities. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. At times, early childhood professionals and children may benefit from the assistance of related professionals such as physical therapists and other school personnel who recognize children's individual interests and strengths.

Some raise concerns about the advisability of creating inclusive environments: Will inclusive classrooms hinder the academic success of children without special needs? How will an inclusive environment meet the needs of children with disabilities? Will children without special needs lose out on teacher time? How can early childhood professionals access resources, support and training? While these questions are valid, parents and teachers will find that creative modifications help all children's learning. According to the director of one NAEYC-accredited center, "Inclusion has helped us better focus on meeting the needs of every child in our program."

Research shows that the benefits of inclusive classrooms reach beyond academics. This is particularly important for young children, who learn best when they feel safe, secure, and at home in their classrooms. An environment that encourages young children's social and emotional development will stimulate all aspects of their learning.

Children in inclusive classrooms

- demonstrate increased acceptance and appreciation of diversity;
- develop better communication and social skills;
- show greater development in moral and ethical principles;
- create warm and caring friendships; and
- demonstrate increased self-esteem.

Early childhood professionals who have successfully included young children with special needs note that, contrary to some expectations, they needed few adaptations to meet the needs of all children. They report not neccesarily needing more staff, money, or expertise, but rather support from peers and specialists, willingness to adapt to new environments, and positive relationships with families.

Professional development programs, supplemental support staff, and teamwork by parents and school personnel will help achieve inclusion's ultimate goal: to provide a challenging and supportive educational experience for all children.

This release was prepared with the assistance of Diane Turner, Part H Coordinator, Early Childhood Initiative, Colorado Department of Education.

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Division for Early Childhood, Council for Exceptional Children, 1444 Wazee St., Suite 230, Denver, CO, 80202.

Early Childhood Initiative, Colorado Department of Education, State Office Building, Denver, CO, 80203.

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Woolery, M. & J.S. Wilbers, eds. 1994. *Including children with special needs in early childhood programs.* Washington, DC: NAEYC #145/$8.

naeyc NATIONAL ASSOCIATION for the EDUCATION of YOUNG CHILDREN 1509 16th Street, N.W., Washington, DC 20036-1426 202-232-8777 800-424-2460 FAX: 202-328-1846

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National Organizations with Resources for Inclusive Child Care

Access to Respite Care and Help (ARCH)
ARCH National Resource Center for Respite and Crisis Care Services
Chapel Hill Training-Outreach Project
800 Eastowne Drive, Suite 105
Chapel Hill, NC 27514
(919) 490-5577
(800) 473-1727
E-mail: HN3388@connectinc.com
World Wide Web: http://chtop.com/archbroc.htm

American Council of Rural Special Education (ACRES)
Department of Special Education
University of Utah
Milton Bennion Hall, Room 221
Salt Lake City, UT 84112
(801) 581-8442

Association for the Care of Children's Health (ACCH)
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814-3015
(301) 654-6549

The Arc (formerly the Association for Retarded Citizens of the U.S.)
500 East Border Street, Suite 300
Arlington, TX 76010
(817) 261-6003 (Voice); (817) 277-0553 (TTY)
(800) 433-5255
World Wide Web: http://thearc.org/welcome.html

Child Care Law Center
22 Second Street, 5th Floor
San Francisco, CA 94105
(415) 495-5498

Child Welfare League of America, Inc.
440 First Street, NW, Suite 310
Washington, DC 20001-2085
(202) 638-2952
World Wide Web: http://www.handsnet.org/cwla

Children's Foundation
725 15th Street, NW, Suite 505
Washington, DC 20005
(202) 347-3300

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services (OSERS)
Room 3132, Switzer Building
330 C Street, SW
Washington, DC 20202-2524
(202) 205-8241 (Voice/TTY)

Council for Exceptional Children -- Division for Early Childhood (CEC -- DEC)
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
(800) 8456-CEC

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
(800) 583-4135 or (217) 333-1386
World Wide Web: http://ericps.crc.uiuc.edu

ERIC Clearinghouse on Disabilities and Gifted Education
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
(800) 328-0272
E-mail: ericec@inet.ed.gov
World Wide Web: http://www.cec.sped.org

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513 (Voice); (312) 939-3519 (TTY)

John F. Kennedy Center for Research on Human Development
Information Services
P.O. Box 74 GPC
Vanderbilt University
Nashville, TN 37203
(615) 322-8240
E-mail: rosemergy@uansv5.vanderbilt.edu
World Wide Web: http://kc.gpct.vanderbilt.edu

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036
(800) 424-2460
(202) 232-8777
World Wide Web: http://www.naeyc.org/naeyc

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Phone: (800) 616-2242
TTY: (800) 516-2242
E-mail: agoldstein@acf.dhhs.gov
World Wide Web: http://ericps.crc.uiuc.edu/nccic/nccichome.html

National Association of Protection and Advocacy Systems (NAPAS)
900 Second Street, NE, Suite 221
Washington, DC 20002
(202) 408-9514 (Voice); (202) 408-9521 (TTY)

National Clearinghouse for Professions in Special Education
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9476 (Voice); (703) 264-9480 (TTY)
(800) 641-7824
E-mail: ncpse@cec.sped.org
World Wide Web: http://www.cec.sped.org

National Clearinghouse on Family Support and Children's Mental Health
Portland State University
PO Box 751
Portland, OR 97207-0751
(503) 725-4040 (Voice); (503) 725-4165 (TTY)
(800) 628-1696

National Coalition for Parent Involvement in Education (NCPIE)
1201 16th Street, NW, Room 810
Washington, DC 20036
(800) 999-5599

National Early Childhood Technical Assistance System (NEC*TAS)
500 NationsBank Plaza
137 East Franklin Street
Chapel Hill, NC 27514
(919) 962-2001 (Voice); (919) 966-4041 (TTY)
E-mail: nectasta.nectas@mhs.unc.edu
World Wide Web: http://www.nectas.unc.edu

National Information Center for Children and Youth with Disabilities (NICHCY)
PO Box 1492
Washington, DC 20013
(202) 884-8200
(800) 695-0285
E-mail: nichcy@aed.org
World Wide Web: http://www.aed.org/nichcy

National Information Clearinghouse for Infants with Disabilities and Life-Threatening Conditions
Center for Developmental Disabilities
Columbia, SC 29208
(800) 922-9234, ext. 201

National Institute of Child Health and Human Development
9000 Rockville Pike, Building 31, 2A-32
Bethesda, MD 20892
(301) 496-5133

National Institute on Disability and Rehabilitation Research (NIDRR) ADA Regional Technical Assistance Centers
U.S. Department of Education
2111 Wilson Boulevard, Suite 400
Arlington, VA 22201
(703) 525-3268
(800) 949-4232

National Maternal and Child Health Clearinghouse
2070 Chain Bridge Road, Suite 450
Vienna, VA 22182-2536
(703) 821-8955, ext. 254 or 265
E-mail: lcramer@dgs.dgsys.com

National Parent Network on Disabilities
1600 Prince Street, #115
Alexandria, VA 22314-2836
(703) 684-6763

Parent Advocacy Coalition for Educational Rights (PACER)
PACER Computer Resource Center
4826 Chicago Avenue, South
Minneapolis, MN 55417-1098
(612) 827-2966
E-mail: mnpacer@gteens.com
World Wide Web: http://freenet.msp.mn.us.ip/family/PACER

Parents Helping Parents: The Parent Directed Family Resource Center for Children with Special Needs
535 Race Street, Suite 140
San Jose, CA 95126
(408) 288-5010

Parent Educational Advocacy Training Center (PEATC)
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826
(800) 869-6782
E-mail: peatcinc@aol.com

Rural Institute on Disabilities
The University of Montana
52 Corbin Hall
Missoula, MT 59812
(406) 243-5467
(406) 243-4200 (TTY)
(800) 235-4122

School-Age Child Care Project
Wellesley College Center for Research on Women
Wellesley, MA 02181
(617) 283-2547
World Wide Web: http://www.wellesley.edu/WCW/CRW/SAC

Technical Assistance to Parent Programs (TAPP) Network
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

United Cerebral Palsy Associations
1660 L Street, NW, Suite 700
Washington, DC 20036
(800) 872-5827

Zero To Three/National Center for Clinical Infant Programs
734 15th Street, NW, 10th Floor
Washington, DC 20005-2101
(202) 638-1144

PASSAGES TO INCLUSION: CREATING SYSTEMS OF CARE FOR ALL CHILDREN

LEADERSHIP FORUM

June 27, 1995
The Madison Hotel
1177 15th Street, NW
Washington, DC

AGENDA

8:00 - 9:00 a.m. REGISTRATION
DISPLAY/EXHIBIT DROP OFF
CONTINENTAL BREAKFAST

9:00 - 9:30 a.m. WELCOME
Joan Lombardi, Associate Commissioner,
Child Care Bureau
Administration on Children, Youth and Families

INTRODUCTION OF BARBARA CARLSON
Bob Williams, Commissioner,
Administration on Developmental Disabilities

9:30 - 10:00 a.m. KEYNOTE
Barbara Carlson: Program Director, Early Childhood Project
Miriam and Peter Haas Fund, San Francisco, California
A Parent/consumer perspective: Why States, Territories and Tribal communities should support inclusive systems that meet the needs of children and families for affordable quality care.

10:00 - 10:15 a.m. ***Break***

10:15 - 12:00 p.m. ISSUE GROUPS CONVENE

12:00 - 1:30 p.m. ***Lunch (on your own)***

1:30 - 3:00 p.m. ISSUE GROUPS RECONVENE, FINALIZE RECOMMENDATIONS

3:00 - 3:30 p.m. RESOURCE EXCHANGE
Break

3:30 - 5:00 p.m. PANEL REPORT FROM ISSUE GROUP FACILITATORS

5:00 p.m. CLOSING REMARKS
Mary Jo Bane, Assistant Secretary,
Administration for Children and Families

PASSAGES TO INCLUSION: CREATING SYSTEMS OF CARE FOR ALL CHILDREN
LEADERSHIP FORUM
ISSUE GROUP FACILITATORS

I. STAFFING

Deborah Ziegler
Director
Delaware Early Childhood Center
West and Mispillion Streets
Harrington, DE 19952
Phone: (302) 398-8945

II. FACILITIES AND ENVIRONMENTS

Abby Cohen
Managing Attorney
Child Care Law Center
22 Second Street, 5th Floor
San Francisco, CA 94105
Phone: (415) 495-5498

III. ADMINISTRATION OF INCLUSIVE PRACTICES

Penny Wald
Research Scientist
George Washington University
402 N. View Terrace
Alexandria, VA 22301
Phone: (703) 549-9690

IV. FINANCE

Sheryl Dicker
Executive Director
New York State Permanent Judicial Commission on Justice for Children
c/o PACE Law School
78 N. Broadway
White Plains, NY 10603
Phone: (914) 422-4425

V. COMMUNITY RESOURCES

Yasmina Vinci
Executive Director
National Association of Child Care Resource and Referral Agencies
1319 F Street, NW, Suite 810
Washington, DC 20004-1106
Phone: (202) 393-5501

PASSAGES TO INCLUSION: CREATING SYSTEMS OF CARE FOR ALL CHILDREN
LEADERSHIP FORUM
PLANNING COMMITTEE

Sherri Ash
Administration on Developmental Disabilities,
Department of Health & Human Services
200 Independence Avenue, SW, Room 329D
Washington, DC 20201

Kay Guirl
Maternal and Child Health Bureau,
Department of Health & Human Services
5600 Fishers Lane, Room 18A - 27
Rockville, MD 20857
Phone: (301) 443-2350

Sally Hardy
Child Care Technical Assistance Project
1025 Vermont Avenue, NW, Suite 610
Washington, DC 20005
Phone: (202) 639-4465

Jim O'Brien
Head Start Bureau,
Department of Health & Human Services
Mary E. Switzer Building, Room 4618
330 C Street, SW
Washington, DC 20202-2732
Phone: (202) 205-8572

Patti Green Roth
United Cerebral Palsy Associations
1660 L Street, NW, Suite 700
Washington, DC 20036
Phone: (202) 776-0406

Denise Sofka
Maternal and Child Health Bureau,
Department of Health & Human Services
Rm 18-A-39, Parklawn Bldg.
5600 Fishers Lane
Rockville, MD 20857
Phone: (301) 443-6600

Bobbi Stettner-Eaton
Office of Special Education and Rehabilitative Services,
Department of Education
Mary E. Switzer Building, Room 4618
330 C Street, SW
Washington, DC 20202-2732
Phone: (202) 205-8828

Kate Warren
Administration on Developmental Disabilities
Department of Health & Human Services
200 Independence Avenue, SW, Room 329D
Washington, DC 20201
Phone: (202) 690-6120

Victoria Youcha
Community Connections Project
George Washington University
2134 G Street, NW, Suite 416
Washington, DC 20052
Phone: (202) 739-0604

Sponsored by the Child Care Bureau, U.S. Department of Health and Human Services
Representatives: Linda Thomas and Lillian Sugarman

Coordinated by the Child Care Technical Assistance Project
Staffed by: Anne Goldstein, National Child Care Information Center

LEADERSHIP FORUM
PARTICIPANT LIST

Ellen Abramson
Preschool Coordinator
Charles County Public Schools

Sherri Ash
Administration on Developmental Disabilities,
Department of Health & Human Services

Ginger Barnhart
Resource and Referral Counselor / Federal Block
Grant Administrator
BANANAS, Inc.

Julianne E. Beckett
National Coordinator
Family Voices

Allan I. Bergman
Director, State-Federal Relations
United Cerebral Palsy Associations (UCPA)

Regina Bernard, MSW, LCSW
Director
Child Care Technical Assistance Project

Barbara Binker
Division Director, Policy Division
DHHS/ACYF/Child Care Bureau

Linda Blong
Project Coordinator
The Indiana Parent Information Network, Inc.

Lynson Moore Bobo
Project Associate
Council of Chief State School Officers

Jan Bogrow
Early Childhood Specialist

Treeby Brown
Senior Policy Analyst
Association of Maternal and Child Health Programs

Mary Beth Bruder, Ph.D.
Associate Professor of Pediatrics
Director of Child and Family Studies
University of Connecticut Health Center

Mike Caruso, Ph.D.
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

P. Kay Nottingham Chaplin
Regional Manager of Early Intervention
Valley Comprehensive Community Mental Health Center

Gay Clement - Atkinson, Ph.D.
Training Director
SCUAP / University of South Carolina

Barbara Coccodrilli Carlson
Miriam and Peter Haas Fund

Abby Cohen
Child Care Law Center

Herbert J. Cohen, M.D.
Director and Professor of Pediatrics &
Rehabilitation Medicine
Rose F. Kennedy Center University Affiliated Program

M. Jane Coury
Nursing Consultant
PHS / Maternal and Child Health Bureau

Sheryl Dicker
Director, Permanent Judicial Commission on Justice
for Children

Pia Divine, Ed.D.
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Dr. Libby Doggett
The ARC & Lloyd Doggett Congressional Office

Lisa Doggett
Truman Scholar
DHHS/ACYF/Child Care Bureau

Debra Dowds
Public Policy Coordinator
Florida Development Disabilities Council

Mary Ellzey, Ph.D.
Executive Officer
Improvement Concepts Incorporated

Danielle Ewen
Researcher
National Child Care Information Center

Stella Fair
Project Director
Institute for Disability Studies

Mary Faltynski
Program Analyst
DHHS/ACYF/Child Care Bureau

Emily Fenichel
Associate Director
Zero to Three/National Center for Clinical Infant Programs

Dale B. Fink
Project Coordinator
FACTS/LRE
University of Illinois at Urbana - Champaign

Norman S. Finkel
Executive Vice President
Federation Day Care Services

Ruth Anne Foote
Early Childhood Forum Manager
NACCRRA

Pam Forbush

Joseph Francis
Program Director
Penobscot Indian Children's Center

Maxine Freund, Ed.D.
Professor and Chairperson
Department of Teacher Preparation and Special Education
Graduate School of Education and Human Development
George Washington University

Pam Gable
Director
Fairfax County Employees Child Care Center

Greg Gehr
Chief of Staff
Karuk Tribe

Sandra Gellert
Director, National Child Care Advocacy Project
The Children's Foundation

Bea Gold
Director Emeritus
Child and Family Services

Lisa M. Goldman
Project Coordinator
Region III RAP

Anne Goldstein
Director
National Child Care Information Center

Kathleen Miller Green
Project Coordinator, Child Care plus+
Child Care plus+, Rural Institute on Disabilities

Marian Green
Early Childhood Department
Montgomery College

Kay K. Guirl
Public Health Analyst
Maternal and Child Health Bureau

Nancy L. Hard
Program Manager
The Inclusive Child Care Project of Texas

Sally Hardy, Ph. D.
Child Care Specialist
Child Care Technical Assistance Project

Shelly Heekin
Associate Director
NEC*TAS

Bruce Hershfield
Director, Child Day Care Services
Child Welfare League of America

Carolyn M. Hillyer
American Federation of Federal Employees

Donna Hinkle
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Eva Horn
Assistant Professor of Special Education
Project BLEND - Vanderbilt University

Mary Ellen Hoy
Director
Danny Chitwood Early Learning Institute

Connie Hoyack
Education Coordinator
So. Maryland Tri-County Community Action Committee

Moniquin Huggins
Program Specialist
DHHS/ACYF/Child Care Bureau

Patricia Hughson
Family Support Coordinator
Montgomery County Infant and Toddler Program

Gail Johnson
Development & Program Specialist
National Parent Network on Disabilities

Jill Kagan
Chairperson
National Respite Coalition

Naomi Karp
Acting Director
National Institute on Early Childhood
Development and Education
Office of Educational Research and Improvement
U.S. Department of Education

Donald A. Kates
Director of Administrative and Financing Projects
Georgetown University Child Development Center

Helen Keith
Early Childhood Services Planning

Patricia F. Kinney, Ph.D.
Chief, Division of Work and Family Programs
U.S. Department of State

Laurel Kloomok
Part H Coordinator - San Francisco
High Risk Infant Interagency Council

Donna Kluzek, R.N., MSN
Consultant Nurse
Missouri Department of Health
Bureau of Child Care Safety and Licensure

Jane Knitzer, Ed.D.
Deputy Director
National Center for Children in Poverty

Marilyn J. Krajicek, Ed.D., R.N., F.A.A.N.
Associate Professor, Project Director, First Start
University of Colorado Health Sciences Center
School of Nursing

Carole Kuhns, RN, Ph.D.
Project Director
National Resource Center for Health and Safety in Child Care

Colleen Laing
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Linda Lang
Executive Director
Community Partnerships, Inc.

Arthur Leen
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Sandy Little
Child Care Contract Analyst
MI Dept. Of Social Services

Sandy Lochhead

Joan Lombardi, Ph. D.
Associate Commissioner
DHHS/ACYF/Child Care Bureau

Nina Lublin
Program Director
Resources for Children with Special Needs, Inc.

Bruce L. Mallory
Professor of Education
University of New Hampshire
Department of Education

Patricia Martinsen
Harmony Hills Elementary School

Heather McCabe, Ph.D.
Executive Director
National Children's Center, Inc.

Barbara McCreedy
Executive Director
Montgomery Child Care Association

Marilyn McGhee
Editor, *Child Care Bulletin*
National Child Care Information Center

Merle McPherson, M.D.
Director, Division of Services for Children with Special Health Needs
DHHS / Maternal and Child Health Bureau

Celane McWhorter
Senior Policy Associate
United Cerebral Palsy Associations (UCPA)

A. Phoebe Meyer
Executive Director
Falls Church-McLean Children's Center

Sandra L. Morris
Training and Development Specialist
Child Care plus+, Rural Institute on Disabilities

Katy Beh Neas
Senior Government Relations Specialist
National Easter Seal Society

Pam Newby
Executive Director
Special Care, Inc.

Donna Gore Olsen
Executive Director
The Indiana Parent Information Network, Inc.

Sharon Olsen
Manager - Employment and Training
Central Council of the Tlingit & Haida

Hazel Osborne
Communications Chair & Regional Representative
National Association for Family Child Care

Sheri Osborne
Co-Director
SpecialCare Outreach Child Development Resources

Sharon Pantle
Head Start Disabilities Coordinator
So.Maryland Tri-County Community Action Committee

Leticia Patiño
LINKS at the Judge David L. Bazelon
Center for Mental Health Law

Karin Peterson
Program Specialist
DHHS/ACYF/Child Care Bureau

Ann Prendergast
DHHS / Maternal & Child Health Bureau

Betty Presler, RN, PhD
Choices Co-Coordinator
Shriner's Hospital

Victoria Rab, Ed.D.
Project Director, Community Connections Project
George Washington University, Dept. TPSE

Theresa Rebhorn
Program Coordinator
Parent Educational Advocacy Training Center

Josie Reifsnyder
Program Director, Program Operations Division
DHHS/ACYF/Child Care Bureau

Bethany Robertson
National Head Start Association

Susan Robinson
North Carolina Department of Mental Health

Julie B. Rogers, M.S.
Public Education Coordinator
Florida Children's Forum

Patti Green Roth
Consultant, Government Activities
United Cerebral Palsy Associations (UCPA)

Gerard Rugel, Esq.
Counsel
Northern Virginia ARC

Jamie Ruppmann
Co-Chair, Children and Families Task Force
Consortium for Citizens with Disabilities

Madelyn Cahn Schultz, Ph.D.
Health Education Program Specialist
Head Start Bureau

William Sciarillo, Sc.D.
Executive Director
Association for Care of Children's Health

Mary M. Shea, OTR, MPH
Inclusion Coordinator
Lawrence Family Jewish Community Center

Lana Smith
Director of Education & Training
National Child Care Association

Nancy Smith
Assistant Director
ARCH National Resource Center for Respite and
Crisis Care Services

Sue Sosler
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Andrea Sobel

Pat Spahr
Director of Information Development
NAEYC

Christina Stanton
Administrative Assistant
National Child Care Information Center

Richard Sternowski
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Bobbi Stettner-Eaton
Education Program Specialist
Office of Special Education & Rehabilitative Services

Lillian Sugarman
Program Specialist
Administration for Children and Families

Howard Taras, MD
Associate Professor, Community Pediatrics
Director, School Physician Services
University of California, San Diego

Tawara D. Taylor
Director, Community Services Division
Georgetown University - University Affiliated Program

Josie Thomas
Director for Family Issues
Institute for Family-Centered Care

Linda Thomas
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Eva K. Thorp
Associate Professor, Early Childhood Special Education
George Mason University
Graduate School of Education

Nancy Treusch
Preschool Grants Coordinator
Office of Special Education Programs
U.S. Department of Education

Anne-Marie Twohie
Reston Interfaith, Inc.

Felicia Valdez, Ed.D
Director, Early Intervention Institute
Children's Hospital

Yasmina Vinci, Ab.D.
Executive Director
NACCRRA

Penelope Wald, Ed.D.
Research Scientist
George Washington University

Chris Walker
Child Care Program Specialist
DHHS/ACYF/Child Care Bureau

Sharon Walsh
Governmental Relations Consultant
Division for Early Childhood (DEC)

Kate Warren
Public Policy Fellow, Joseph P. Kennedy, Jr. Foundation
Administration on Developmental Disabilities
Department of Health and Human Services

Claudia Wayne
Executive Director
National Center for the Early Childhood Workforce

Missy Webb
Vice President of Government Relations
National Child Care Association

Bob Williams
Commissioner
Administration on Developmental Disabilities
Department of Health and Human Services

Karren Wood
Training Coordinator, Community Connections Project
The George Washington University - DTPSE

Deborah A. Ziegler
Director
Delaware Early Childhood Center

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RESTON VA 22091-1589